USING RECORDED CONVERSATIONS AND TRANSCRIPTS IN THE CLASSROOM: WHAT ESL TEACHERS NEED TO KNOW

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Abstract

Navigating one's way through the spoken interaction inherent to settling into a new community and way of life presents unique challenges for many non-English-speaking adult immigrants to the United States. ESL classes for adult learners provide instruction in reading and writing, but programs may lack the resources needed to help students develop interactional competence. Instructional material often presents unrealistic models of spoken language, and many teachers lack training in how to supplement textbooks to provide opportunities for authentic practice with spoken interaction. This paper summarizes research on authenticity in instructional material, explores how conversation analytic research can inform pedagogy, and presents a series of instructional videos designed to give ESL teachers a clear understanding of the organization of talk-in-interaction and techniques for integrating this information into classroom instruction.

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Chapter 1: Introduction

At the core of what it means to be human is the ability to use language to communicate with one another in meaningful ways. We socialize, argue, fall in love, build nations, and sustain life itself through the interchanges that we call conversation (Liddicoat, 2021). Indeed, our earliest language development begins with an exchange of verbal utterances. Infants learn the rhythm of their first language as they listen and respond to infant-directed speech known as "motherese" (Hoff, 2014), and in a study by Zimmerman et al (2009), we learn that the language development of young children is heavily influenced by the number of conversational turns they participate in with parents and caregivers. For second language learners, researchers tell us that classroom interaction is key to learner success and that instructors "create space" for learning when proper attention is paid to how teacher/student interaction is organized (Walsh, 2013). Given the essential nature of spoken interaction, it would seem then, that one cannot overestimate the need for an effective approach to teaching students the art and science of conversation. In this chapter, I will address weaknesses in traditional approaches to teaching conversation in adult ESL classes and describe a video series designed to give classroom teachers the tools they need to help English language learners (ELLs) achieve communicative competence.

While ESL teacher-training programs may require candidates to take classes in how to teach reading and writing, teachers often have not been adequately trained to help English language learners (ELLs) master the intricacies of everyday conversation, a task that is evidentially one of the most difficult in second language acquisition (Wong & Waring, 2021). While many ESL classes provide students with opportunities for conversation practice, Filipi &

Barraja-Rohan (2015) pointed out that interactional competence is not achieved through target-language immersion alone. Teacher-generated dialogues are often based on the inaccuracies of intuition (Golato, 2003), and the problem is exacerbated by textbooks that lack authentic examples of real-life, spoken communication (Huth & Taleghani-Nikazm, 2006). My own experience attests to this research. Years ago, in a community college ESL class, my students and I followed along with a recorded dialogue from the textbook in which a tenant asks for help from the landlord. The odd choice of words and painfully slow pace made me question the efficacy of such commercially produced language learning material. "No one talks that way," I thought to myself, so we supplemented the textbook conversations. We used questions to stimulate conversation, conducted debates, and watched clips from television and film, but exposure alone did not seem to help students develop interactional fluency. Currently, I oversee a series of advanced ESL classes designed for people who use English every day in jobs and social situations. Although students have consistently reported how much they enjoy conversation classes, many also express disappointment that their conversational skills have not improved after participating in those classes.

It is this disconnect between the way that conversation is frequently taught and the subsequent inability of ELLs to make use of that instruction that initially led me to the research methodology known as conversation analysis (CA). In CA research, recordings are made of naturally-occurring conversation, which are then transcribed and notated with markings that indicate features such as hesitation, intonation, overlapped speech, and silences. Because of the ability of recorded conversations and transcripts to illustrate the organization of everyday conversation, some have undertaken to find ways to employ these tools to teach spoken interaction. Research consistently reports that CA-informed lessons result in increases in the

ability of students to make use of conversational features such as backchanneling and incorporate type-specific sequences into classroom practice activities (Barraja-Rohan, 2011; Chan, 2017; Filipi & Barraja-Rohan, 2015; Wang, 2020; Wang & Waring, 2021).

As further study of CA-inspired conversation instruction continues to produce promising results, another disconnect has emerged. The promising practices of including conversation analysis in ESL instruction have yet to trickle down to mainstream, adult ESL classrooms. CA is a fine-grained, detailed, and technical approach to understanding the organization of naturally-occurring talk-in-interaction (Sacks, et al., 1976; Schegloff, 2007; Wong & Waring, 2021). What is needed is the kind of training that translates CA research into relevant content that is accessible to classroom teachers and immediately serviceable. The primary purpose of this thesis project is to provide ESL teachers with practical training in how to incorporate CA-informed content into ESL conversation instruction. To accomplish this purpose, a series of nine instructional videos acquaint non-researcher instructors with recorded conversations, transcript analysis, and the rationale for integrating those into conversation lesson plans. Each video provides relevant examples, non-technical descriptions, and teaching strategies.

The first video presents instructors with the dilemma faced by ELLs as they navigate spoken interaction in a different language and culture and suggests that students increase interactional competence by receiving explicit instruction in the organization of conversation. The next five videos prescribe content for ESL conversation lesson plans: turn-taking, topic management, conversational repair, talk for specific purposes, and nonverbal communication. The seventh and eight videos demonstrate how to create teaching resources using recorded conversations and transcripts, and the final video provides a lesson planning framework along with a sample lesson plan, transcript, and practice activity.

The videos are accessed via a website link and are intended primarily for those who teach adult ESL; however, any ESL classroom teacher or tutor could make use of the material. Each video provides extensive examples and narration creating a self-paced, teacher-training module. The content for each video is designed to allow immediate integration of concepts into ESL lessons and to reduce the time needed to create a teaching resource that includes a recorded conversation and transcript. By pointing out previously unnoticed aspects and patterns of native-English-speaker conversation, instructors will find that both they and their ESL students gain insight into the structure and organization of naturally-occurring talk. As teachers train their students to analyze transcribed conversation, students will improve their skill of noticing similar conversational features in their daily lives, and their confidence in interacting successfully with native speakers will likely increase as well (Barraja-Rohan, 2011; Wong & Waring, 2010).

Besides providing a practical tool for training teachers to help students achieve interactional competence, this thesis seeks to promote the idea that spoken interaction is as complex and patterned as written communication, and the need for teacher education in analyzing spoken interaction is just as needful. ESL in the 21st century has the benefit of decades of CA research and advances in technology that can push us toward greater access to authentic conversation teaching materials in the classroom. In the next chapter, I will review the relevant literature on the topic of using recorded conversations and transcripts to teach conversation in ESL classrooms.

Chapter 2: Literature Review

Nearly five decades ago, in the quest for communicative competence, Canale and Swain (1980) described what they perceived as a critical need for replacing or supplementing English as a Second Language (ESL) textbooks with authentic text. So convinced were they of this position, they insisted real-life text be used with beginning-level learners. More recently, Roberts and Cooke (2009) advocated for instructional material to be informed by "real linguistic data" (p. 632), content that should more accurately reflect the society into which adult, immigrant L2 learners were assimilating. Their discussion of textbook conversation models evidences the persistence of contrived materials in adult ESL instruction despite decades of research in support of using authentic teaching material. Some have suggested that textbook models were never meant to be used as authentic exemplars. Rather, they should be considered as a starting point for clever instructors who are able to adapt and modify sentence-based dialogues for conversation practice (Richards, 2006). However, textbooks quite often become the curriculum for ESL programs, and instructors may not have received training in how to create and integrate authentic material into the syllabus (Gilmore, 2007).

In this chapter, I will discuss features of spoken language that are salient to the development of communicative competence in adult ESL students and examine how spoken interaction is presented in English language textbooks. I will explore the concept of authenticity as it applies to language teaching and learning and discuss the use of recorded conversations and transcripts for awareness-raising activities in classroom instruction. Lastly, I will discuss challenges in finding, creating, and using authentic material and consider how those issues can be resolved.

Features of Spoken Language and Communicative Competence

For many adult ESL students, acquiring English is "not a hobby or an academic pursuit" (Tomlinson, 2016, p. 56). Achieving communicative competence in spoken interaction is a means to becoming a fully proficient citizen of the world, someone who can use spoken discourse to accomplish goals, express opinions, and navigate social interaction. The ability to use language for successful communication depends on more than grammatical accuracy (Kramsch, 1986). Students must learn to navigate cultural norms and pragmatic features appropriate to a variety of contexts (Goh, 2016; Kramsch, 1986; McCarthy, 2010).

Wilkerson (2001) described the case of an American study-abroad student who engaged her French host mother using the same initiation-response-feedback sequence used by her French teacher. The girl followed each feedback token with abrupt topic changes typical of classroom conversation practice. This example illustrates a not uncommon situation where classroom conversation instruction results in an inability to maneuver spoken interaction in noninstructional settings. According to Wilkerson (2001), when planning what language features to include in a conversation class, it is best to consider how students use language for everyday life. This is important for reasons of economic significance as well. As Kramsch (1986) stated, "Language proficiency is a marketable skill" (p. 366). Students whose second-language spoken interaction lacks culturally appropriate linguistic features find themselves at a disadvantage competing for jobs (McCarthy, 2010). While they may be applauded by well-meaning teachers for grammatical accuracy, immigrants often lack "cultural fluency," resulting in their being perceived as "rude, indecisive, or hypocritical" by native speakers (Kramsch, 1986, p. 369). It seems that ESL

teachers and course designers would do well to consider what language features are most salient to communicative competence.

Unlike reading and writing, nearly everyone comes into the world with the ability to listen and speak (Huff, 2014; Wolf, 2007). However, for those needing to acquire another language, the task of becoming interactionally competent is quite challenging (Wong & Waring, 2021). It stands to reason then that the more instructors understand about the organization and structure of talk-in-interaction, the better able they will be to teach their students how to engage successfully in spoken communication (Wilkerson, 2001).

After decades of conversation analytic research, there now exists a general framework that can assist language teachers and course designers in understanding exactly what is included in naturally-occurring talk-in-interaction. Schegloff (2007) summarizes much of this, providing an outline of the organization of conversation. From his work, it is understood that the principal building block in conversation is the turn. Turn-taking usually happens in adjacency pairs, called such because they typically occur one right after the other as is the case with greetings and leave-takings. Making offers, requests, and invitations are potentially face-threatening actions, so they are almost always prefaced with an introduction allowing participants to test the waters so to speak and avoid rejection. The token “oh” indicates receipt of information whereas the token “okay” is used to indicate acceptance of or agreement with information received. Conversational overlap is normal behavior especially as a listener attempts to gain the floor, but not to the point of eclipsing the speaker’s talk. Rather, the one seeking the floor might start with less important opening words such as “well” or “yeah” or even laugher (McCarthy, 2010; Schegloff, 2007).

Managing spoken interaction requires interlocuters to perform highly complex tasks such as changing the topic at just the right moment, recognizing that a misunderstanding has occurred,

and taking steps to repair it appropriately (Goh, 2016). Speakers work together to avoid awkward silences, and without much thought or effort, they signal their desire to relinquish the floor by ending their turn with vague language such as "…or something," "…and stuff," or "…and everything." The expectation is that turn-taking will flow seamlessly from one speaker to another (McCarthy, 2010).

Non-verbal actions such as head tilt, eye contact, and facial expressions provide subtle yet important cultural insights into the meaning of one's talk. Culture-specific also are the backchannel signals used to indicate a posture of active listening, and as already stated, the subconscious awareness of how to overlap one's talk without crossing over into offending interruption (Barraja-Rohan, 1997).

The features listed in this section should not be completely unfamiliar to adult ESL students. Every language in the world has a system for accomplishing talk-in-interaction (Wilkerson, 2001). If this is true, why then does systematic instruction of conversation need to be included in ESL classes? Though every language has a system for managing spoken interaction, these systems are largely culture-bound (Barraja-Rohan, 2011). For students to achieve communicative competence in the target language, there must be a retooling of interactional skills in the language and culture of the community in which they now reside. Ideally, this would happen in their ESL classes (Wilkerson, 2001). While some of the features listed in this section may be taught in ESL programs, it is often the system of turn-taking that is left out of course syllabi, despite its foundational role in human communication and second-language acquisition (Wong & Waring, 2021). In the next section, I will explore the contribution of traditional English language textbooks to the study of talk-in-interaction.

Models of Spoken Interaction in English Language Textbooks

Just as there is English language teaching material that addresses how to read and write appropriately in a variety of circumstances, the features of conversational English require instructional material that teaches how to be interactionally competent in a variety of settings (Gavela, 2012). In this section, I will discuss several studies that examine how English language textbooks have presented spoken interaction and what these studies reveal about trends in teaching material for conversational English.

Gilmore (2004) examined seven textbook dialogues featuring interaction in service encounters produced between 1981 and 1997. For comparison, modified versions of questions from the textbook dialogues were used to engage in real-life service interactions. Those conversations were recorded and transcribed. It was found that authentic service interactions were double the length of the textbook dialogues leading Gilmore (2004) to conclude that real-life conversation is not as "simple and straightforward" as the textbooks portrayed (p. 366). The study also found that contrived textbook dialogues contained a greater variety of vocabulary such as one would expect to see in sentence-based text and included far fewer instances of features typical of natural conversation: false starts, repetition, pauses, overlap, latching (no pause between turns), hesitation devices, and backchannels. Gilmore (2004) made additional comparisons of dialogues in three textbooks published in 1996, 1999, and 2001. Results showed lexical density in line with recorded conversation controls and an increased number of previously stated natural conversation features.

In a similar study, Fernández Gavela (2015) found textbooks produced in the 1990s included models of spoken interaction that focused on the lexical and grammatical content of the textbook unit with few examples of real-life conversation features. The study also found

textbook conversation exemplars beginning to trend toward the inclusion of natural conversation features in one textbook series published in 2003. Though just a handful of textbooks were examined, both studies seem to indicate a movement toward a more realistic presentation of conversation in English language textbooks. Chan (2016) cited three textbook series that further evidence the trend toward a greater authenticity in teaching materials. Two of the series include corpus-based models of spoken interaction, and a business-English series uses real-life content from business meetings.

Despite the promising results cited here, the contrived textbook conversation dialogue persists in English language instructional material. Research on the topic of commercially-produced material for teaching conversation is replete with criticisms of contrived dialogues based on written grammar and the author's intuition (Filipi & Barraja-Rohan, 2015; Gilmore, 2007; Gilmore, 2011; Goh, 2016; Huth & Taleghani-Nikazm, 2006; Macalister, 2016; Pitaksuksan & Sinwongsuwat, 2020). The three textbook examples cited by Chan (2016) were unique in that they were authored by researchers in discourse analysis and corpus linguistics giving them a distinct advantage over others who may not have had access to this level of expertise. An example of this is Pitaksuksan and Singwongsuwat's (2020) study of a textbook series published in 2014 in which they found that features of naturally-occurring conversation were missing in models of spoken interaction.

For many researchers, the remedy for overly scripted textbook dialogues lies in authentic, unscripted conversation examples. In the next section, I will discuss the role of authenticity in delivering effective English language instruction.

Authenticity and Language Teaching

There is no small debate over what counts as authentic language use as it applies to teaching material (Gilmore, 2007; Taylor, 1994; Tomlinson, 2013a; Widdowson, 1998). It has been suggested that to be authentic, the material must have been produced by a real person for real communication in a real context (Gilmore, 2007; Tomlinson, 2013a). Widdowson (1998) argued that any spoken or written material removed from its original context and brought into the classroom has lost its authenticity. Taylor's (1994) discussion of this topic pointed out that authenticity is not an absolute and can be present in teaching material "in degrees" (p. 2). He cautioned educators against a misplaced emphasis on authenticity in materials while neglecting the very authentic use of language that is possible in the classroom regardless of the origin of the teaching material. The point of any language teaching material, according to Widdowson (1998), is not that students would memorize and imitate it verbatim, but that the material would provide a medium of discovery and a foundation for continued learning.

The points made by Taylor (1994) and Widdowson (1998) are worth noting, but do not diminish the need for instructional material that more closely approximates real-life communication. Language learners benefit from having access to exemplars drawn from real-life spoken interaction to demonstrate turn-taking features and sociocultural components of talk-in-interaction (Barraja-Rohan, 1997; Barraja-Rohan, 2011; Gilmore, 2007; Gilmore, 2011; Goh, 2016; Huth & Taleghani-Nikazm, 2006; McCarthy, 1991; Sayer, 2005; Tomlinson, 2016; Wagner, 2014). Gilmore (2007) observed that the use of authentic conversation examples may

allow for greater contextualization of instruction and the ability to tailor lessons to fit the needs of a specific group of students.

However, keeping in mind that authenticity is present "in degrees" (Taylor, 1994, p. 2), teachers can draw exemplars from other sources such as TV and movies that will also benefit language learners. This is evidenced in a ten-month study that looked at the effects of authentic teaching material with university EFL students in Japan. Gilmore (2011) found that learners who had access to authentic language examples including conversation from film and television sources showed significant gains on the interactional competence component of the IELTS oral interview. The researcher attributed this success to the quality and authenticity of the teaching material and to instructional methodology that intentionally raised student awareness of salient features of spoken interaction. Similar results were found by Waedaoh and Sinwongsuwat (2018) using situation-comedy television programs and by Sayer (2005) using television and movie dialogues.

In the next section, I will examine more closely how recorded conversations and transcripts benefit language learning. I will also discuss the contribution of conversation analysis research methodology to awareness-raising classroom activities.

Recorded Conversations and Transcripts in ESL Instruction

To provide ELLs with access to the kind of spoken language they will likely encounter in day-to-day life, transcripts of recorded conversation can be used to highlight features of social interaction such as how native speakers preface an invitation and the institutional talk of healthcare and job interviews (McCarthy, 1991; Roberts & Cooke, 2009). In this section I will

show how CA research methodology can inform awareness-raising activities featuring recorded conversations and transcripts sourced from naturally-occurring talk as well as television and film.

The recording and transcribing of naturally-occurring talk-in-interaction is a hallmark feature of conversation analysis (CA) research methodology. CA originated with University of California sociologist Harvey Sacks in the 1960s. Sacks and his colleagues, Emanuel Schegloff and Gail Jefferson advanced the analysis of spoken interaction through recordings and transcripts of naturally-occurring talk-in-interaction. Detailed labeling conventions provide a visual representation of rate of speech, pitch, intonation, overlap, word stress, and silence (Hutchby & Wooffitt, 2008). The goal of CA is to determine how interlocuters use language to accomplish the myriad tasks incumbent to all human beings: going to school, working, socializing, talking around the dinner table, offering help, etc. (Hutchby & Wooffitt, 2008; Schegloff, et al, 2002; Wong & Waring, 2021). Close analysis of transcribed conversation data begins with "unmotivated examination" (Schegloff, 1996, p. 172), an approach to investigating talk-in-interaction that intentionally chooses not to begin with a hypothesis about what might be happening in the data (Wong and Waring, 2021). By approaching the data in this manner and through repeatedly listening to the recording and reading through the accompanying transcript, the analyst can then begin to draw conclusions about how and why the interactants used talk in a particular way to accomplish a given task.

The type of thorough examination that CA research is known for has "vast implications" for the teaching of conversation in language classrooms (Barraja-Rohan, 2011, p. 2). The following studies demonstrate how explicit instruction using recordings and transcripts have

been applied to conversation instruction for second-language learners resulting in a remarkable increase in students' interactional competence.

In a teacher action research project, Barraja-Rohan (2011) used recordings and transcripts to provide explicit instruction in conversational features to two groups of adult ELLs. The course also made use of the textbook, *Beyond Talk: A Course in Communication & Conversation for Intermediate Adult Learners* (Barraja-Rohan & Pritchard, 1997). Each of the book's nine units presents a recorded conversation and transcript along with student activities, discussion, and role play exercises. Simplified CA transcription conventions were used for all course material and technical terminology was also modified. A pre-instruction needs analysis aided in prioritizing which features were most important for each group. Lessons were organized around a four-part framework: awareness-raising observation activities, reflective class discussions, student experiments with conversational features, and an "introspective" phase in which students performed a self-analysis of conversational performance (p. 10). Results indicated a high level of student interest in the CA material and improvement in the use of conversational features throughout the course.

In a study of first-year German language students at a US university, Huth and Taleghani-Nikazm (2006) found CA-informed material to be an effective tool for explicit instruction in conversational sequencing, something they identified as critical for L2 pragmatic development. Lessons focusing on telephone opening sequences were presented using a five-part framework that included the analysis of recorded phone conversations and transcripts. After five weeks of direct instruction, pre- and post-study recorded phone conversations indicated students were able to employ German telephone opening sequences in a culturally appropriate fashion. In another study (Wang, 2020), Chinese university students were given explicit instruction in how

to conduct small talk. Lessons included authentic conversation examples from radio and television programs, and students were led through a series of questions for the purpose of awareness-raising and conversation analytics. Post-instruction analysis showed most students were able to incorporate authentic features of small talk openers into unscripted role plays.

The studies cited here elucidate promising practices regarding the use of recorded conversations and transcripts in language teaching. They demonstrate that using these types of authentic teaching material are an effective means of raising students' awareness of conversational features and effecting changes in discursive practice. In the next section, I will examine some of the challenges to incorporating recorded conversations and transcripts into everyday classroom instruction.

Challenges

Perhaps the most concerning obstacle to incorporating recorded conversations and transcripts into day-to-day language classrooms is the time and effort required to find, collect, and transcribe data, then develop that material into purposeful language lessons. For busy teachers, that level of lesson preparation may seem out of reach (Gilmore, 2007). However, there are viable options for getting around this obstacle. Quite a few studies have included examples of lesson plans (Barraja-Rohan & Pritchard, 1997) and awareness-raising activities to be used with authentic conversation material. Gilmore (2011) provided an extensive list of television and film resources suitable for classroom use. Barraja-Rohan (2011) and Huth and Taleghani-Nikazm (2006) each included a multi-part framework for how to structure lessons that use recordings and transcripts.

There are several places on the Internet to source transcripts. Recordings of naturally-occurring conversation with transcripts are available from the *Santa Barbara Corpus of Spoken American English* (Du Bois, et al., 2000 – 2005). Transcripts from this resource have extensive CA conventions added, so instructors would likely need to modify those for classroom use. It is also possible for teachers to generate transcripts from their own recordings with tools available on the Internet. Instructors can upload recordings to YouTube and make use of the automatic transcription feature (Pogue, 2017). The premium version of Microsoft Office365 has the same feature in its Word application (Stratvert, 2020). Additionally, Word allows speakers to record their conversation directly into the application and identifies which talk belongs to each of the speakers.

YouTube is also a source for other people's recorded conversations that may be of interest to students as in the case of *The Dating Coach*, a podcast featuring conversations with a traditional matchmaker (Ben Shalom, 2021). Videos such as this one have an automatic transcript as well. Both the video and the transcript can be used for educational purposes without violating copyright law (Berger, 2012). Any of the transcripts discussed here will require a considerable amount of editing, but having the foundation of a transcript already provided is a great time saver. I would also point out that teaching material of this sort can be used repeatedly in future classes. Considering the benefit to students' interactional competence, the investment in time and energy to create recordings and transcripts is well worth the effort (Roberts & Cooke, 2009).

It is also not out of the question to have students participate in the creation and editing of transcripts. Though Wilkerson (2001) cautioned against assigning this task too often, she noted

that the type of repetitive listening required for editing a transcript "cannot be underestimated" as an awareness-raising tool for interactional competence (pp. 530 – 531).

Another challenge exists for teachers who would like to supplement textbook lessons but have never had training in how to teach with authentic content (Gilmore, 2007). For instructors who are new to the concepts of CA-informed lessons and awareness-raising activities, Wong and Waring's (2021) *Conversation Analysis and Second Language Pedagogy: A Guide for ESL/EFL Teachers* provides step-by-step instructions for creating and implementing effective conversation lessons. The teacher's book for *Beyond Talk* (Barraja-Rohan & Pritchard, 1997) also provides both rationale and instructions for using recorded conversations and transcripts in conversation lessons.

Learner resistance has been noted as a potential obstacle when presenting lessons using recordings and transcripts (Chan, 2016). Some have suggested that learners prefer contrived conversation recordings and dialogues because authentic material has too much unknown vocabulary, moves too fast, or is less interesting than fictional dialogues (Wagner, 2014). While this can certainly be the case, careful planning using frameworks and resources already described in this paper along with the wide variety of genres available through television, film, and teacher-generated recordings, there is no reason for the use of recorded conversation and transcripts to result in uninteresting or unproductive conversation lessons.

Incorporating the use of authentic materials into conversation lessons can be a challenging process, but resources readily available through the Internet can alleviate the difficulties of finding and creating lesson content. Promising results of studies cited here along with noted resources should be an encouragement to language instructors seeking to provide

students with opportunities to learn from more realistic language examples than have been provided through textbooks.

Conclusion

The use of authentic language teaching materials is a practice dating back at least to the 1800s (Gilmore, 2007), but the great strides made toward its widespread acceptance began in earnest with the advent of communicative language teaching (Canale & Swain, 1980). Still, the use of sentence-based, contrived dialogues for conversation instruction has only recently begun to give way to material informed by discourse analysis, corpus linguistics, conversation analysis, and data from real-life circumstances faced by adult language learners (Chan, 2016; Gavela, 2012; Gilmore, 2004, 2007; McCarthy, 2010; McCarthy & O'Keeffe, 2004; Roberts & Cooke, 2009; Timmis, 2005). Conversational features that were once thought to evidence the absence of communicative fluency (Chomsky, 1965) are now understood to be the predictable, orderly aspects of naturally-occurring conversation (Hutchby & Wooffitt, 2008; Sacks, et al., 1978) necessary for interactional competence.

As more classroom teachers seek to incorporate authentic conversation exemplars in daily lessons, they may find that Internet resources and voice-to-text technology provide the needed content and tools to create unique learning activities that are contextually suited to the lives of their students. The wide range of Englishes and contextualization provided by videos, movies, documentaries, and reality TV shows could mean that teachers in the future are far less dependent on commercially-produced textbooks for teaching communicative competence. What is needed now is practical training for teachers explicating the why and the how of using

recorded conversations and transcripts to teach spoken interaction. A model for how this might be accomplished is presented in chapter 4.

Chapter Three: Project Design

In this chapter, I describe a video series designed to provide adult ESL teachers with training and content knowledge for teaching conversation using recordings and transcripts of naturally-occurring spoken interaction. The series provides explanations and examples of essential conversational features, shows viewers how to find and edit transcripts, and demonstrates how to integrate these resources into ESL lesson plans. In addition to providing teachers with practical training, the video series serves to heighten awareness of the need to provide ESL students with explicit instruction in the organization of spoken interaction.

For adult ELLs, communicative competence holds an important key to successful integration into their local communities. Opportunities for employment, career advancement, educational achievement, and social interaction hinge on being able to participate effectively in spoken interaction (Kramsch, 1986; Roberts & Cooke, 2009; Tomlinson, 2016). Despite the need for interactive competence, textbooks have persisted in presenting conversational English using contrived, sentence-based dialogues. Not only do such dialogues fail to demonstrate real-life spoken communication, they uphold an unrealistic standard that even native English speakers do not meet. Adult ESL students need to see real-life spoken communication (Gavela, 2012; Gilmore, 2004, 2007; Wagner, 2014). The video series described here assists ESL teachers in developing their understanding of the organization of talk-in-interaction by giving specific examples of conversational features and showing how these features can be demonstrated and taught to ESL students using recordings and transcripts. Equipped with this depth of understanding and practical knowledge, teachers can point out important aspects of spoken interaction that will help develop students' interactional competence. One example of this is the

need for prefacing potentially face-threatening talk such as making a request or relaying the details of a past event. In Video 5: Talk for Specific Purposes, viewers are shown a quadrant chart (See Appendix E, Slide 12) that teachers can use as a learning aid to explain when and with whom a preface should be added to a speech act. Specific examples of prefaces are given along with suggestions for classroom practice activities (See Appendix E, Slides 15 – 18).

It was once thought that spoken interaction was too disorganized and unpredictable to be taught in a systematic fashion as one might do with grammar, syntax, and vocabulary (Chomsky, 1965). However, that notion is now understood to be untrue. Conversation analytic research has advanced the understanding that talk-in-interaction follows patterns that are predictable and orderly (Schegloff, 2007). Recent research in the use of recorded conversations and transcripts to teach spoken interaction have had promising results and shown that features such as conversation openings and closings and backchanneling can be taught (Barraja-Rohan, 2011; Chan, 2017; Wang, 2020).

The insights of conversation analytic research have made their way into a wide range of subject areas and have been employed to train healthcare providers and call center agents (Pilnick, et al., 2018; Stokoe, 2014). Perhaps it is time that these principles of detailed analysis are applied to the teaching and learning of language so that language students can also benefit from understanding the organization of talk-in-interaction. There have been researchers who have sought to provide such resources (Barraja-Rohan & Pritchard, 1997; Wong & Waring, 2021), but their efforts remain out of reach for most classroom teachers. The classroom book developed by Barraja-Rohan and Pritchard (1997) was developed as part of a study in Australia (Barraja-Rohan, 2011) and is not readily available to the general public. Wong and Waring (2021) have provided an extensive and thorough treatment of content and technique for applying

conversation analytic research to teaching and learning ESL, but the technical jargon and minute categorization of conversational features falls short of bridging the gap between research and practice for most busy classroom teachers. What is needed is a resource that provides large categories of conversational features described in familiar terms. The video series in this thesis project is an example of such a resource. Conversational features have been gathered up into five categories: turn-taking, topic management, conversational repair, talk for specific purposes, and nonverbal communication. Each video provides examples and is narrated using uncomplicated terminology.

The most pressing obstacle to overcome for ESL teachers is the time required to create appropriate resources consisting of recorded conversations and transcripts. In this video series, I demonstrate how recordings and transcripts can be sourced, edited, and then integrated into a lesson plan. In addition to showing a lesson plan, in the final video, I provide a window into the thought process for analyzing a transcript in preparation for teaching. I do this by showing the teacher's copy of the transcript and describing how to find and explain significant conversational features.

Chapter 4: The Project

The project is a series of nine instructional videos designed to assist ESL teachers with planning and instruction for teaching conversation to adult ELLs. Videos 2 through 6 draw upon the work of Wong and Waring (2021) to showcase what I call the "Top 5 Most Important Things Every ESL Teacher Should Know about Teaching Conversation." This list includes turn-taking, topic management, conversational repair, talk for specific purposes, and nonverbal communication. Videos 7 and 8 demonstrate techniques for creating teaching resources using recorded conversations and transcripts, and the final video suggests a framework for lesson planning based on the work of Huth and Taleghani-Nikazm (2006). These videos were designed to help bridge the gap between research and practice by presenting content in a manner that is practical, straightforward, and accessible by any ESL classroom instructor. The video series, lesson plan, and transcripts are housed on the website *Cookies on the Bottom Shelf* and can be accessed via this link: https://sites.google.com/view/teaching-conversation/home. The slides presented in each of the nine videos may be found in the appendices.

Video 1 (See Appendix A) in the series introduces the main idea of the project, that teaching conversation is a complex endeavor and should receive the same level of detailed analysis that is given to teaching reading and writing. Viewers are introduced to Schmidt's (2012) Noticing Hypothesis, the theory that adult learners only acquire the language that is pointed out to them. My intention in this video is to challenge conventional thinking about how ELLs acquire communicative competence and suggest explicit instruction as a means to heighten student awareness of the structure and operation of naturally-occurring spoken interaction.

Video 2 (See Appendix B) introduces viewers to the concept of turn-taking defined as determining who gets to talk and when in a conversation. Through examples and explanations, viewers understand what constitutes a turn, how one knows that it is their turn to talk, how they show their intention to take the floor, and how to gain the floor in a group discussion. Video 3 (See Appendix C) sets forth the details of topic management, defined as determining what we talk about in a conversation. It addresses topic initiation, topic shift, and topic continuation. The video addresses the notion of backchanneling as an indication of active listening and presents an example of topic closure as a strategy for removing oneself from a conversation that impedes getting work done. Video 4 (See Appendix D) introduces viewers to the concept of conversational repair. In addition to presenting typical trouble sources and their remedies, this video highlights conversational repair as an integral part of communicative competence and a demonstration of true language proficiency (Wong & Waring, 2021, p. 313).

Video 5 addresses "type-specific sequences" (Wong & Waring, 2021, p. 114 - 115), presented in this video as "talk for specific purposes" and defined as spoken communication that exists to accomplish a task, e.g., apologizing, agreement, etc. Each type of sequence is an extensive topic and could occupy a video in its own right. For this reason, the video focuses primarily on the concept of preface to avoid awkward and potentially embarrassing situations resulting from rejection of offers, interruption, etc. Figure 4.1 shows a quadrant chart (See Appendix E, Slide 12) included in the video presentation. This is intended as a learning aid for both teachers and students to determine when a preface is necessary.

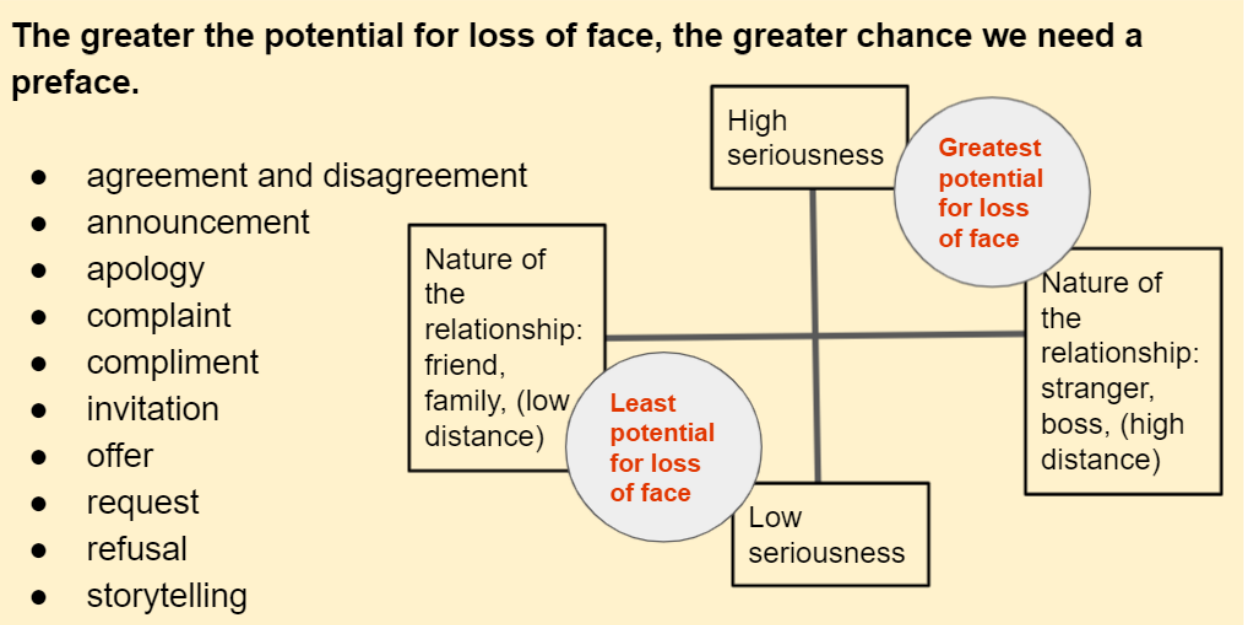


Figure 4.1: Preface Learning Aid

The presentation includes examples of preface with disagreement, invitation, request, and storytelling and concludes with an admonition to always teach all three parts of talk for specific purposes: the preface, the speech act, and the response.

Video 6 (See Appendix F) addresses nonverbal communication. In this brief presentation, viewers learn what constitutes nonverbal communication and the role it plays in spoken communication. Gestures and facial expressions can serve as an entire turn-at-talk, aid speakers in showing their intention to take the floor, and highlight the need for repair. Nonverbal communication often accompanies a preface to type-specific sequences and features prominently in greetings and leave-takings. Because many aspects of nonverbal communication are highly culture-bound, the video strongly recommends explicit instruction of this component of communicative competence.

Video 7 (See Appendix G) draws again on Schmidt's (2012) Noticing Hypothesis and presents a "show and tell" approach that makes use of recordings and transcripts to point out the structure and operation of spoken interaction. Based on the work of Gilmore (2004, 2007, 2011) and Taylor (1994), the presentation includes a continuum of authenticity (Figure 4.2; See Appendix G, Slide 7) and notes that position on the continuum does not signify the value of a resource, only its composition. The challenge to instructors is to choose appropriate resources that support their learning objectives.

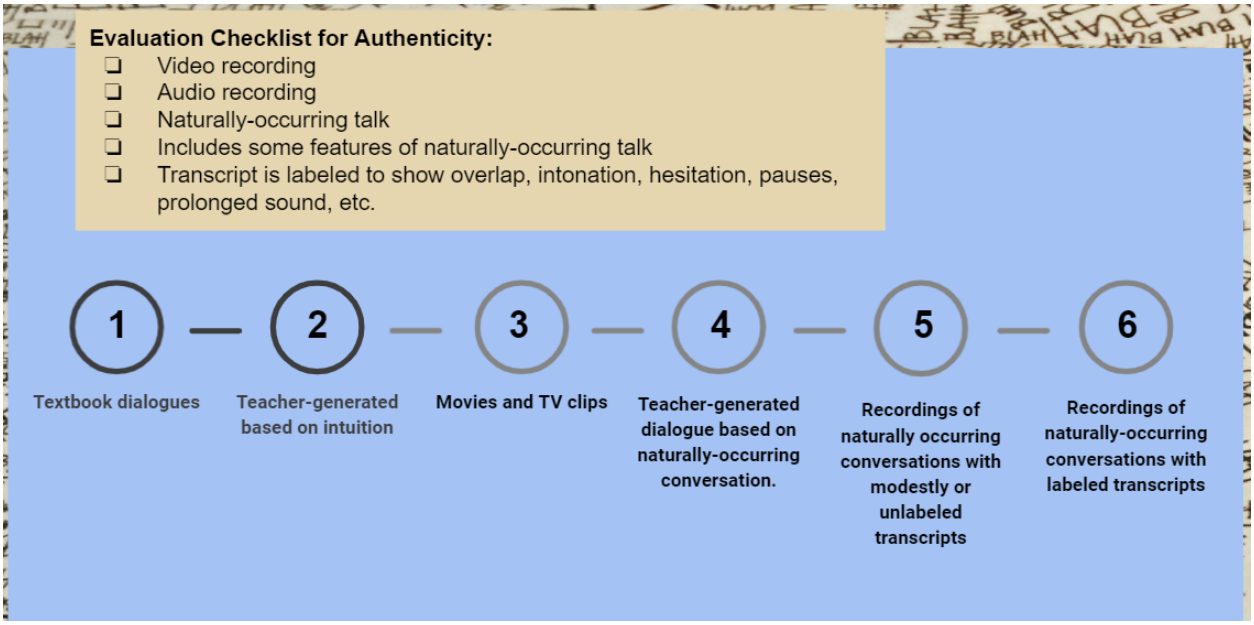


Figure 4.2: The Authenticity Continuum

Video 8 (See Appendix H) explores options for finding and creating recordings and transcripts of naturally-occurring spoken interaction. Viewers witness the creation of resources originating from the Santa Barbara Corpus of Spoken American English (Du Bois, et al., 2000 – 2005) and YouTube. The presentation advises teachers regarding the type of content one might

choose for classroom use and the difference between a conversation and an interview. There are tips for creating an original recording and transcript as well as a brief overview of three speech-to-text applications that can assist with transcript creation.

Video 9 (See Appendix I) presents a framework for incorporating conversation analysis activities into an ESL lesson plan. Based on the work of Huth and Taleghani-Nikazm (2006), the six-part framework includes an introduction, a cultural comparison, a transcript analysis, practice activities, a reflection, and an application activity. After a brief explanation of each part, the presentation shows how the framework informs explicit instruction in a lesson plan on topic management (See Appendix J). Student handouts include the conversation transcript (See Appendix K) and a practice activity worksheet (See Appendix L). The recorded conversation and transcript were taken from the Santa Barbara Corpus of Spoken American English (Dubois, et al., 2000). Labeling conventions on the original transcript were modified for classroom use, e.g., symbols used to indicate breath and laughter were changed to text. In some cases, labeling conventions were eliminated when their inclusion would have been distracting to the lesson focus. In keeping with the explicit instruction espoused in this project, video 9 provides insights into how the instructor analyzes the transcript to inform the lesson plan by including images of the transcript with handwritten preparation notes (See Appendix M).

Chapter 5: Conclusions

For many non-English-speaking immigrants to the United States, a lack of communicative competence presents significant barriers to fully integrating into their communities. Competing with native-English speakers for jobs, navigating the rigors of the US educational system, and communicating clearly with healthcare professionals are just a few examples of the challenges faced by immigrants whose first language is not English. While ESL classes assist newcomers with the acquisition of basic English proficiency, many programs focus their resources on literacy instruction at the expense of students' interactional competence. Consequently, ELLs often exit programs still lacking in the cultural and linguistic knowledge necessary to be successful in daily-life spoken interaction.

I have seen first-hand how the teaching of reading, writing, and grammar can eclipse efforts to help students develop interactional competence. In my own experience, there has often been a notable disconnect between the methodology for teaching speaking and listening and students' learning outcomes. My frustration has only been exceeded by that of students who struggle to take the floor in workplace meetings and stumble their way through the cultural norms of social interaction. For this reason, I created a series of instructional videos intended to inform ESL teachers of the essential components of naturally-occurring talk-in-interaction and to give them practical ideas for applying this knowledge to classroom instruction. Teachers can use this information to supplement textbooks and create learning aids to assist students with practical and cultural understanding of naturally-occurring conversation. By training students to analyze conversation transcripts, teachers will empower their students to actively participate in spoken interaction beyond the classroom.

Conversation analytic research has been recognized for its ability to examine talk-in-interaction on a microscale. Prior to this thesis, I had already seen the power of CA to generate a visual representation of conversation through adding labeling conventions to transcripts, and I suspected that there must be a way to make use of such a powerful tool to teach conversation. Through the process of creating this project, I have had the opportunity to devote time and energy to considering how one might harness the power of CA-inspired close observation for the purpose of teaching and learning language and then make that knowledge available to teachers. Additionally, in considering how to make recorded conversations and transcripts accessible to busy classroom teachers, I have discovered the power of technology to speed up the process of creating a transcript, something that Harvey Sacks could have only dreamt of.

As so many teachers lack a proper understanding of the organization of spoken interaction, this video series could be a practical training for any teacher regardless of their years of experience. The series could serve as a self-paced tutorial, and it could also be used as the basis for professional development workshops and included in training for new teachers. It is my intention that this project serve to heighten awareness for both teachers and teacher educators of the complex nature of human conversation and that, in turn, they will see the necessity of its being taught in explicit detail just as reading and writing must be taught.

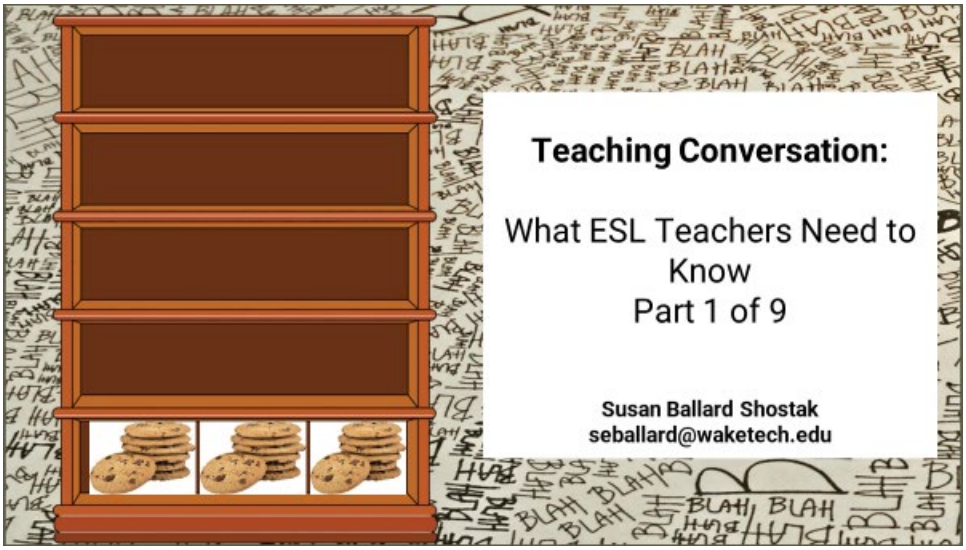
For there to be widespread adoption of recorded conversations and transcripts, more resources are needed. While it is always good for teachers to know how to create their own resources, the editing that is required for any currently existing resource will likely be a barrier for some teachers. There needs to be an ESL classroom standard for transcript labeling that is more modest than what is necessary for doing conversation analytic research. If recordings and transcripts at the level needed by ESL teachers were readily available, their use would likely

increase. There also needs to be additional training material created with non-researcher teachers in mind. Classroom teachers would benefit greatly from access to non-technical descriptions of conversation analysis and an extensive collection of practice activities to use with students. It is my hope that this paper brings us one step closer to the time when CA-informed methodology for teaching conversation is the norm in ESL teaching materials and classroom practice.

Appendices

Appendix A: Teaching Conversation Video 1: Introduction Slides

Slide 1



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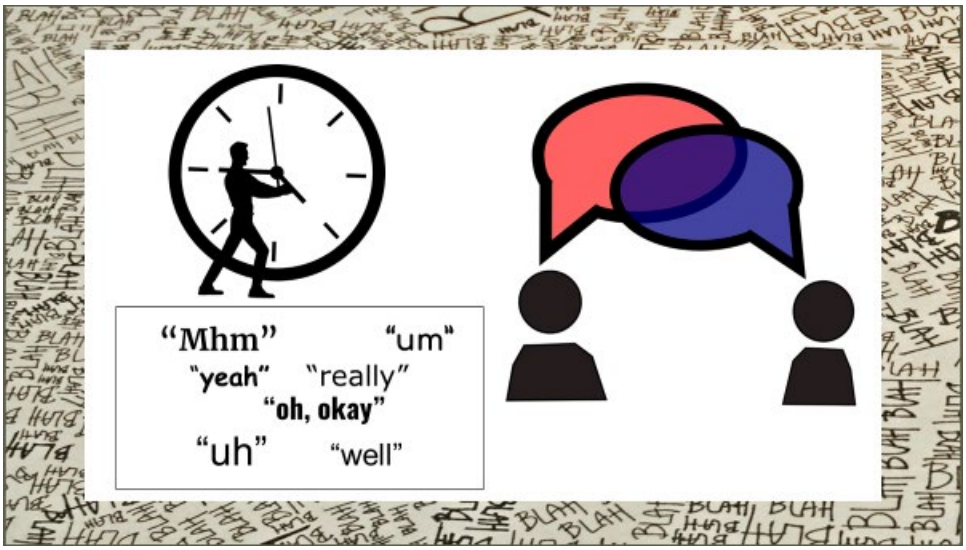

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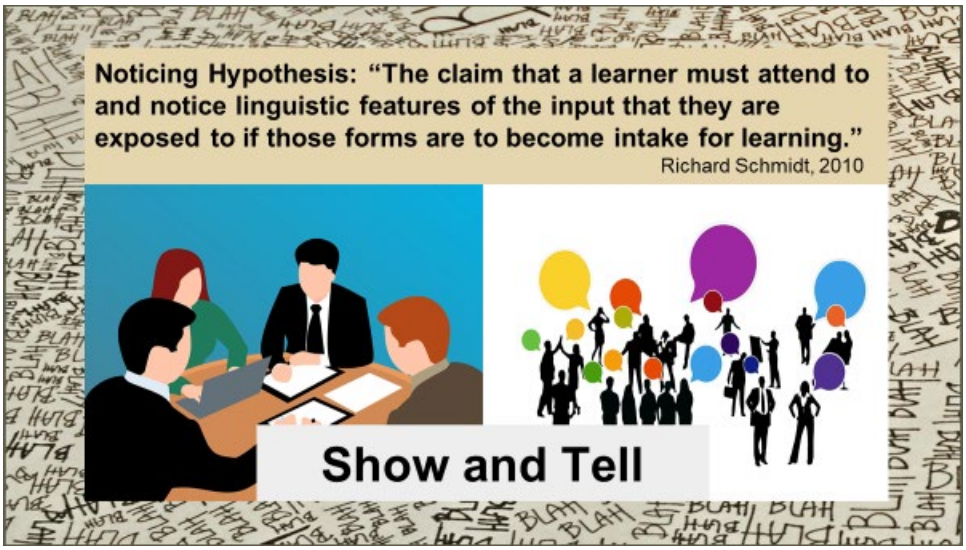

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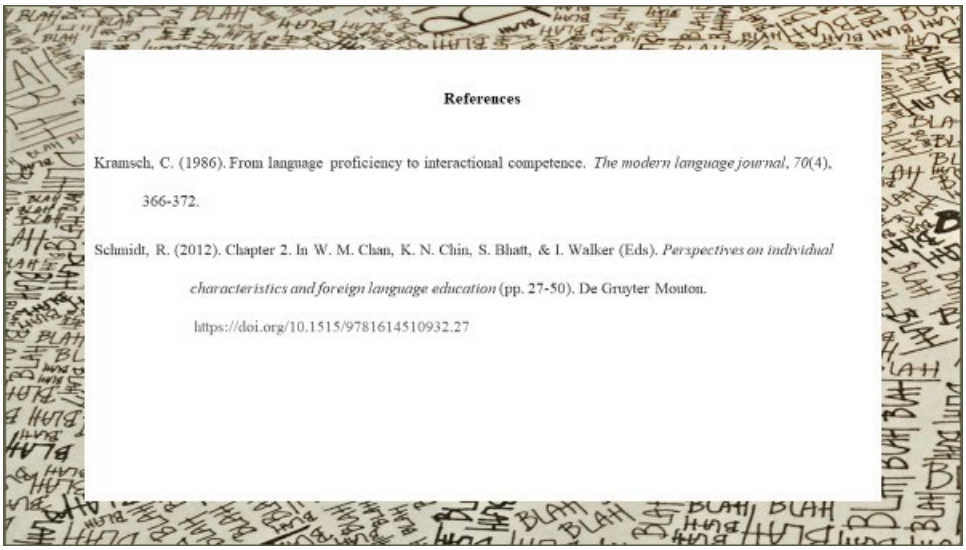

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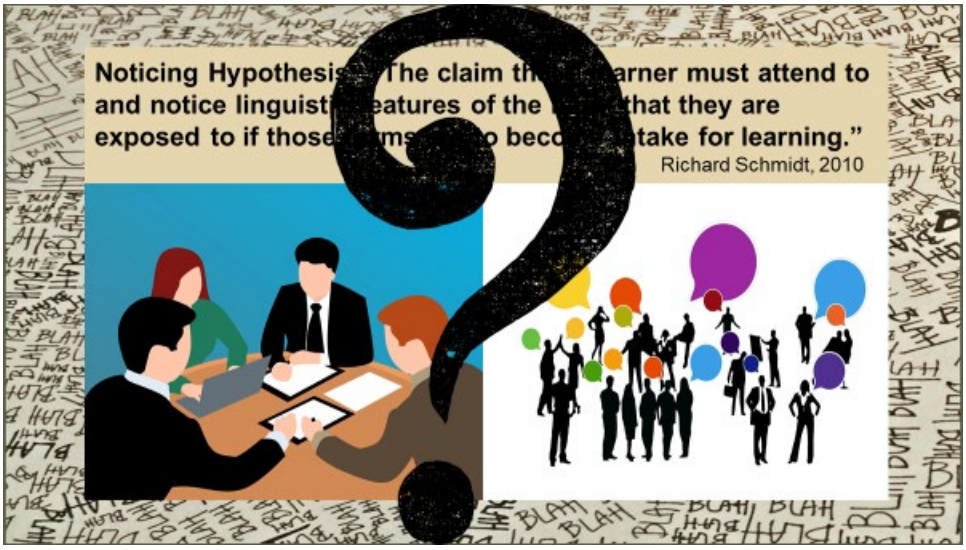
Slide 11

Appendix B: Teaching Conversation Video 2: Turn-Taking Slides



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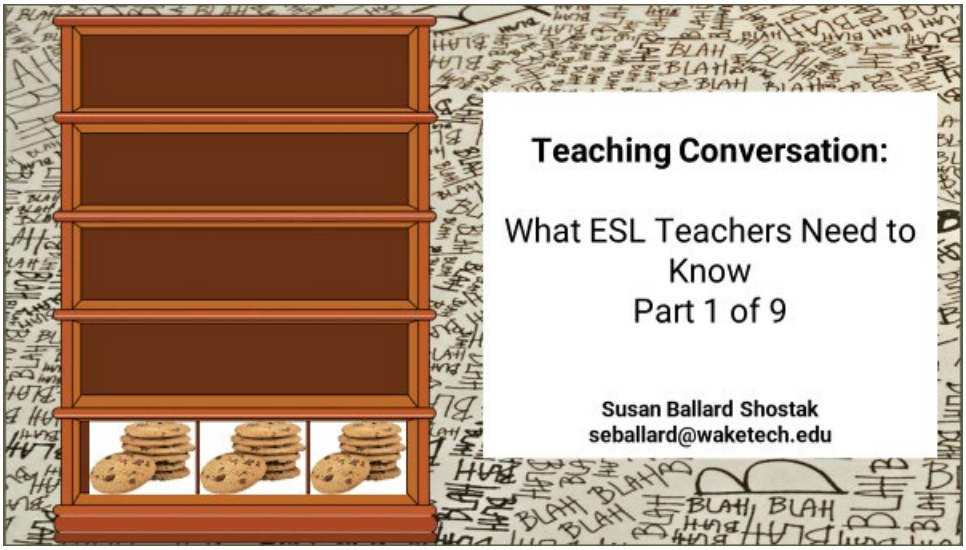

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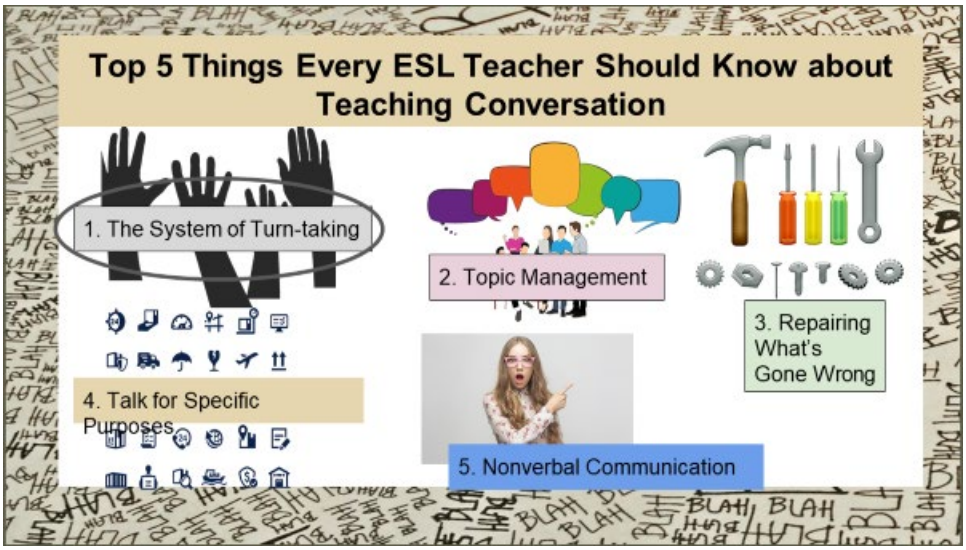

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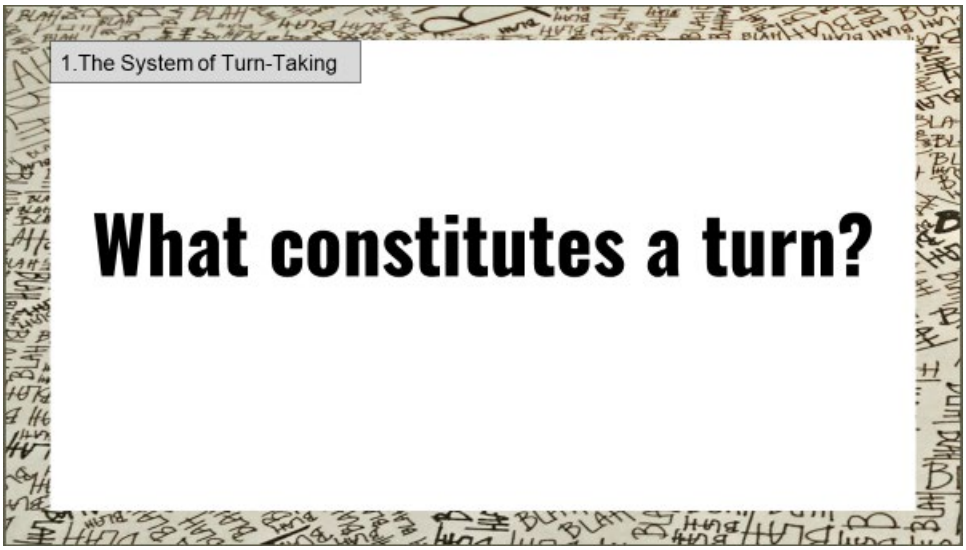

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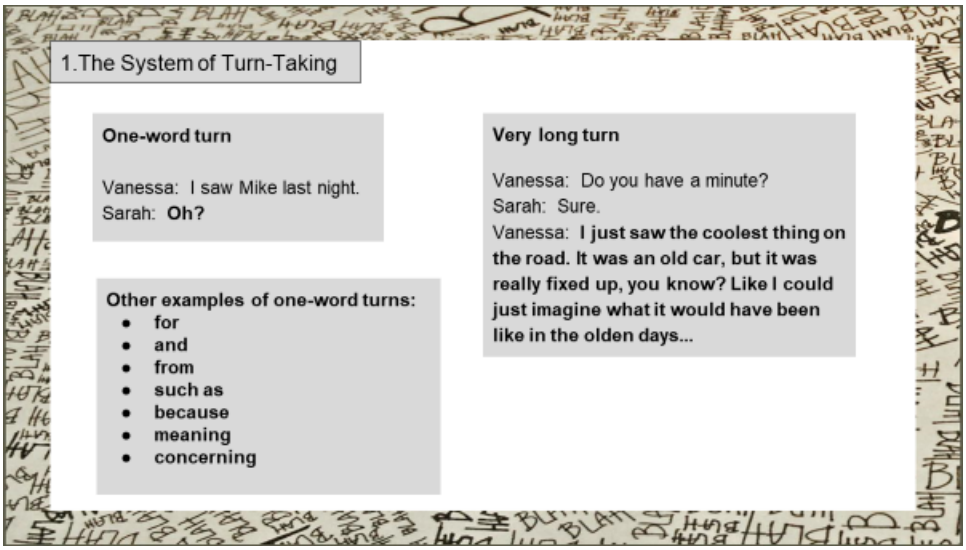

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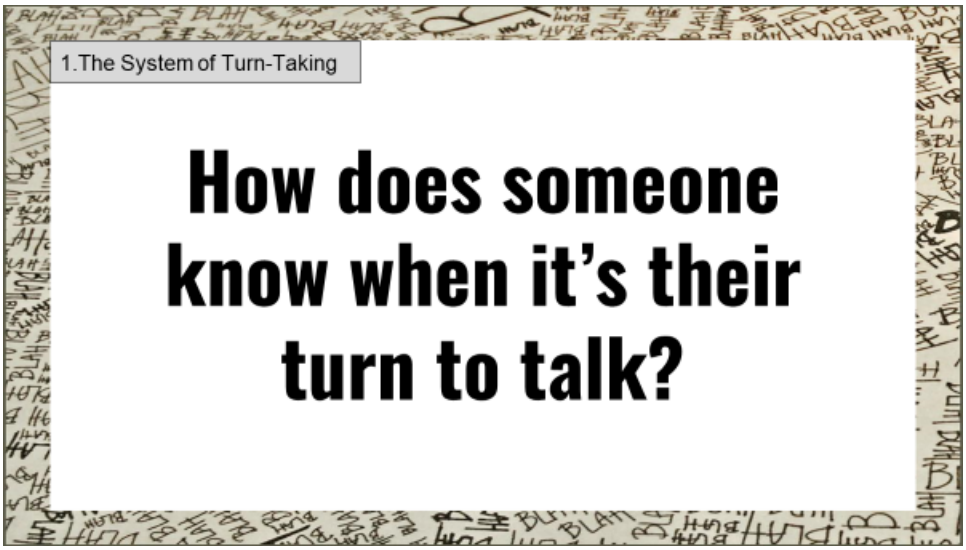

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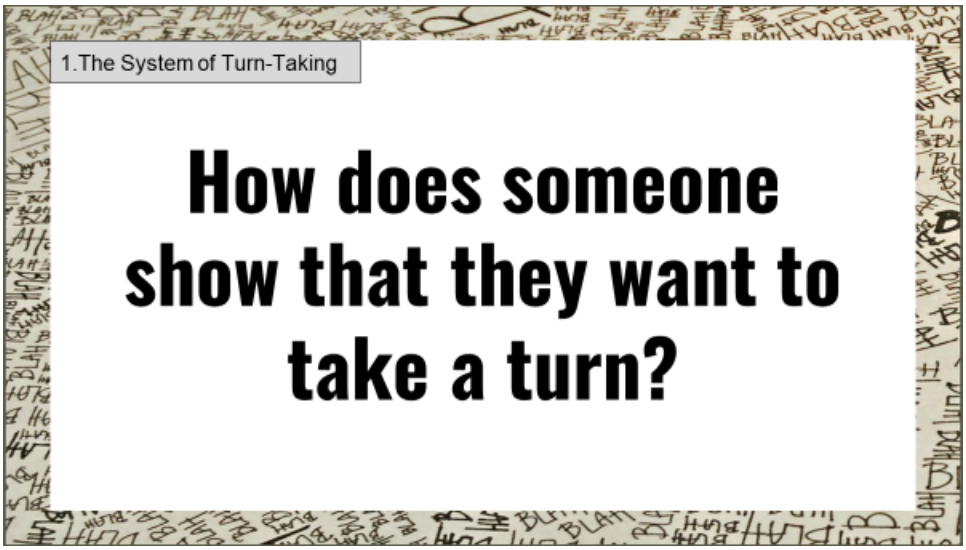

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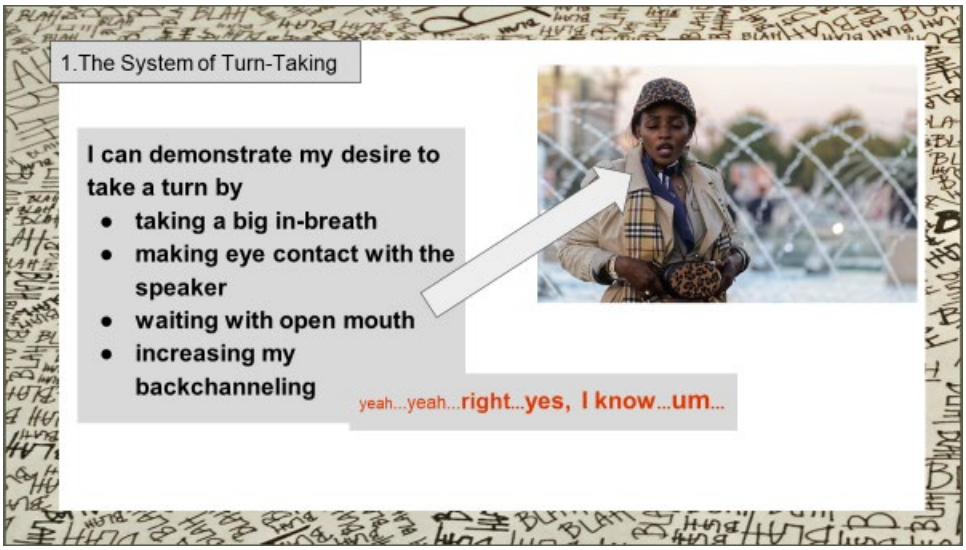

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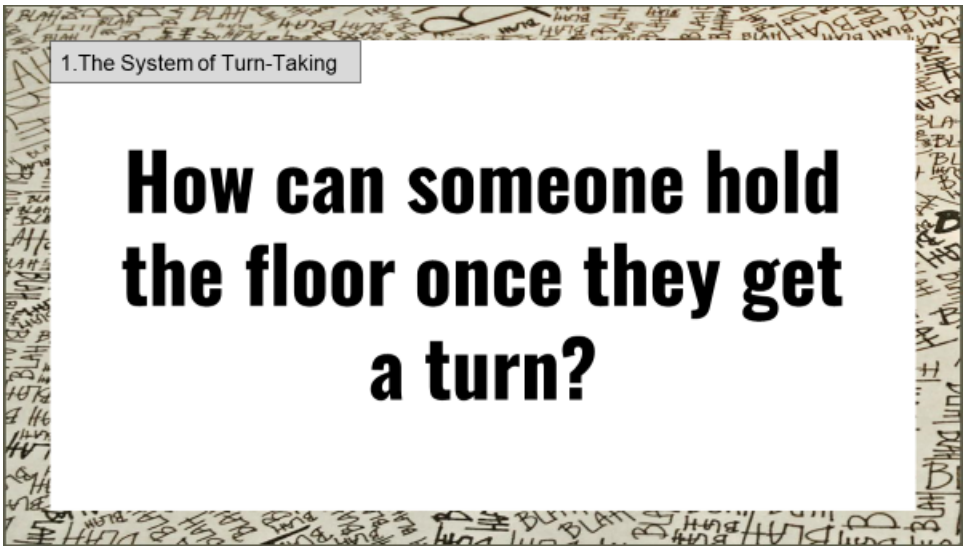

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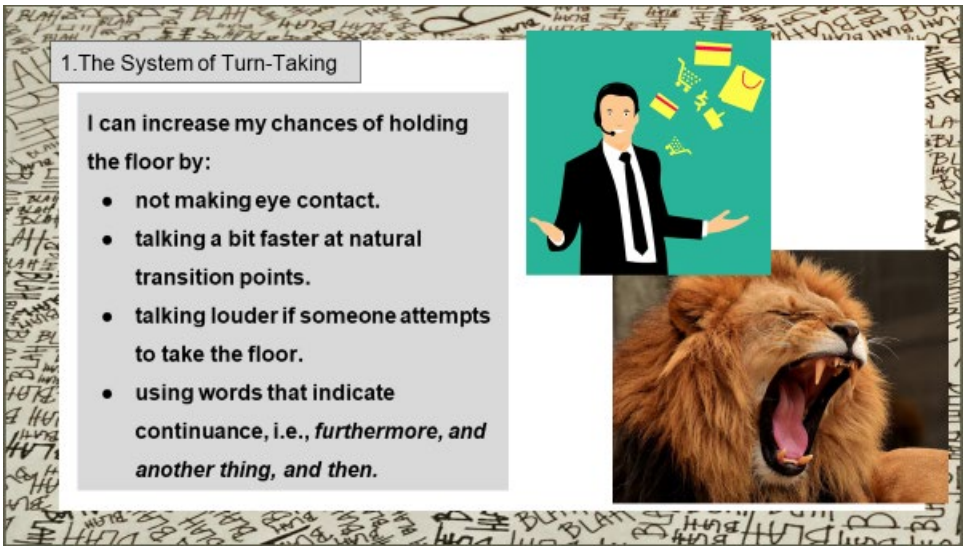

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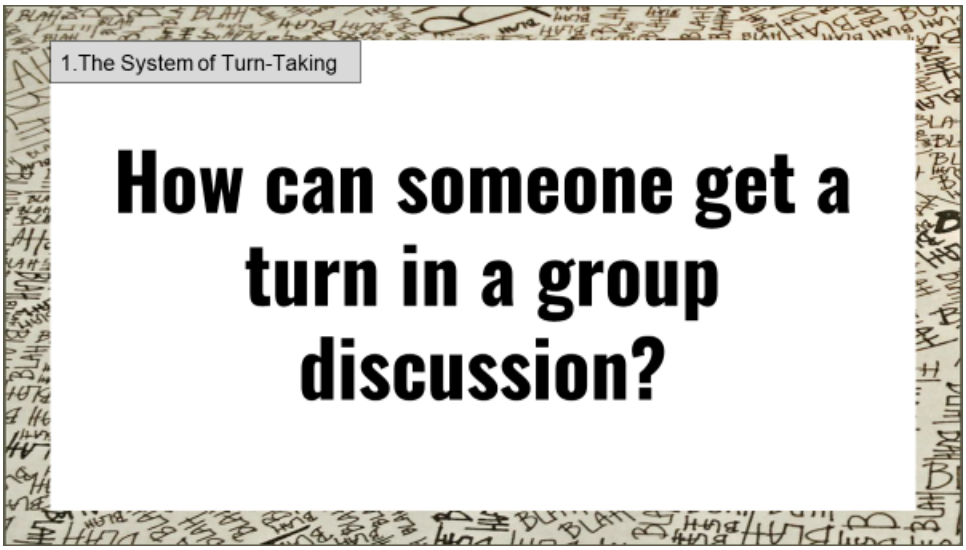

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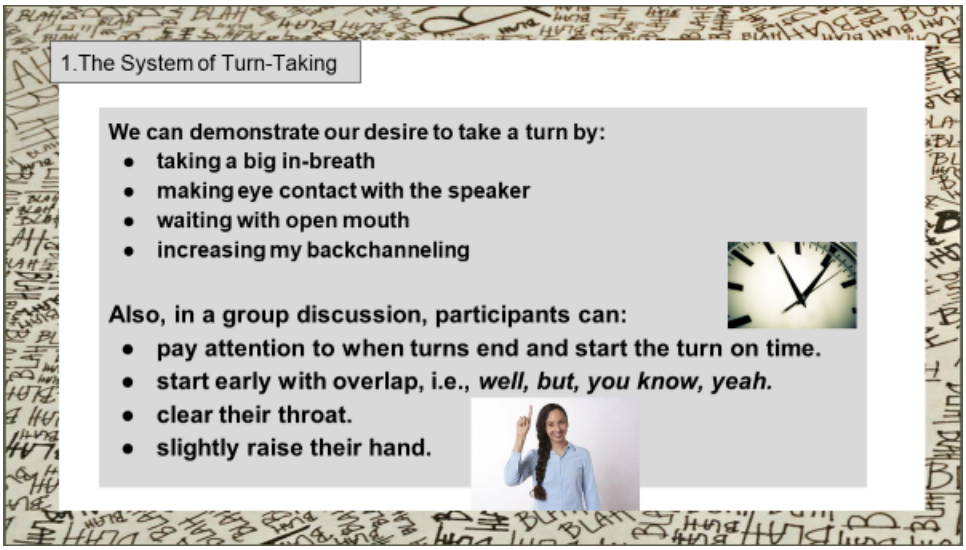

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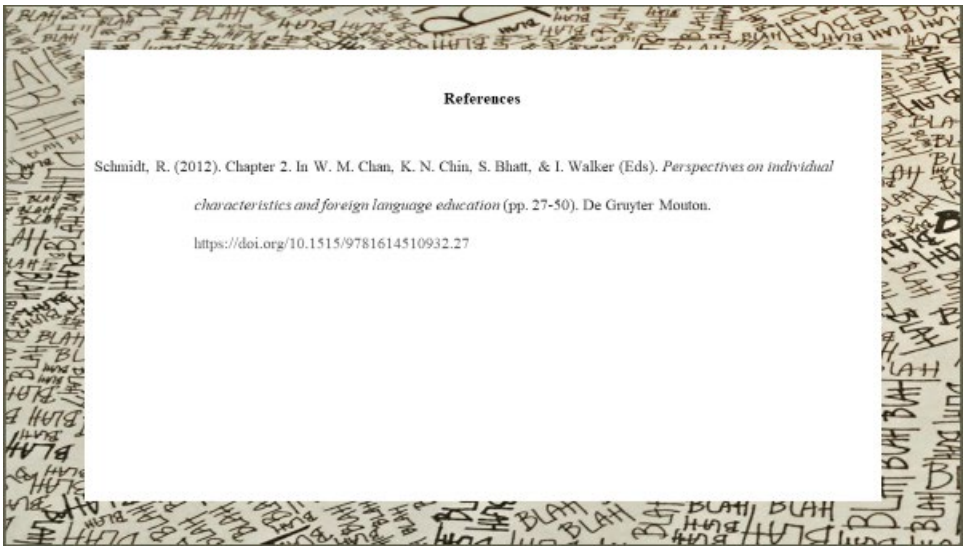

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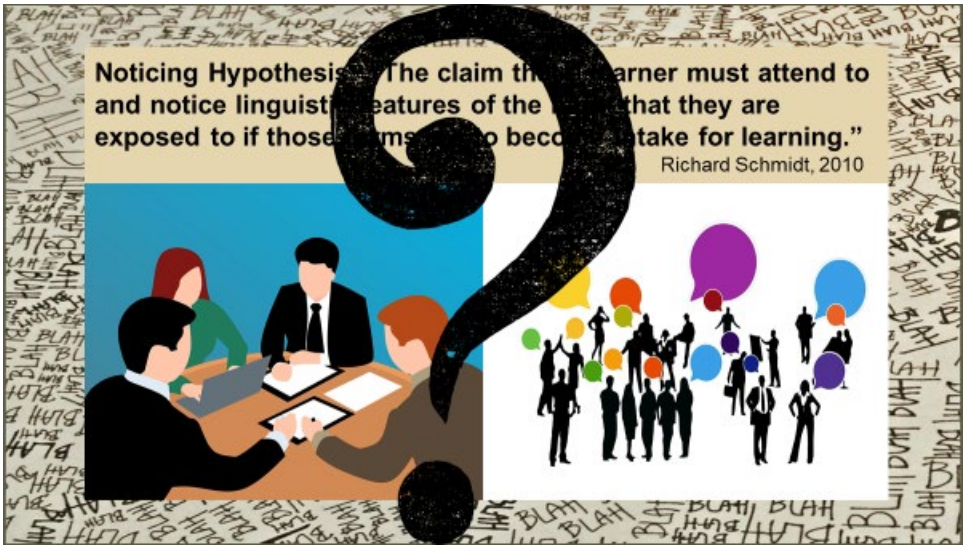
Slide 15

Appendix C: Teaching Conversation Video 3: Topic Management Slides



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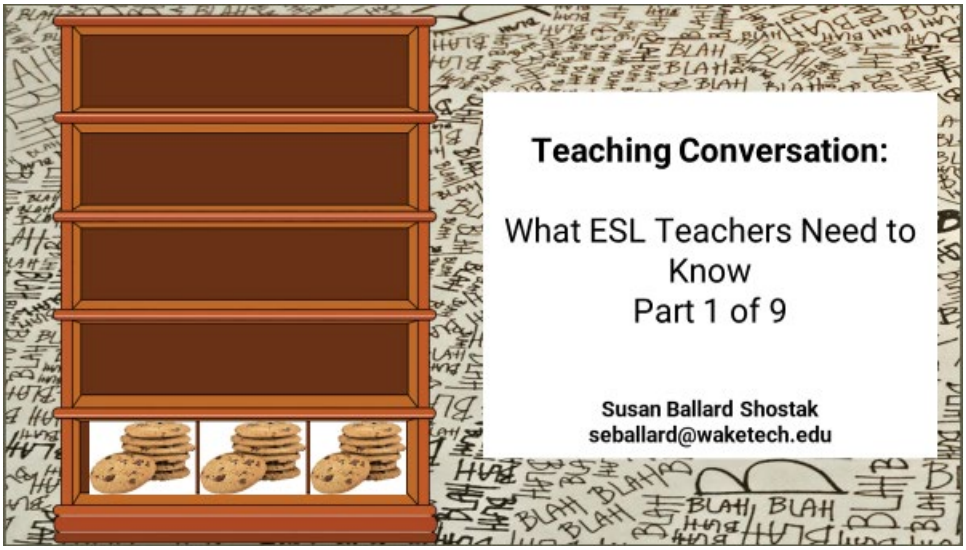

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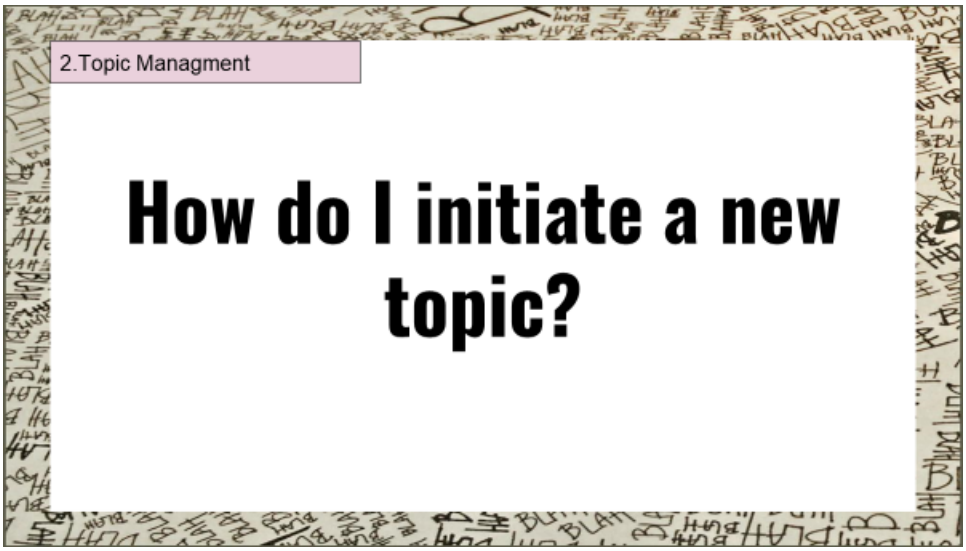

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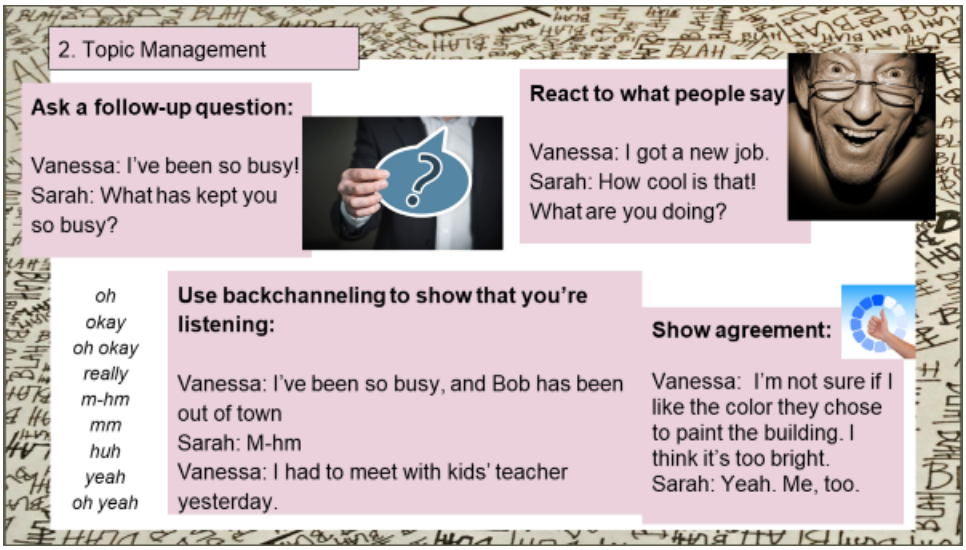

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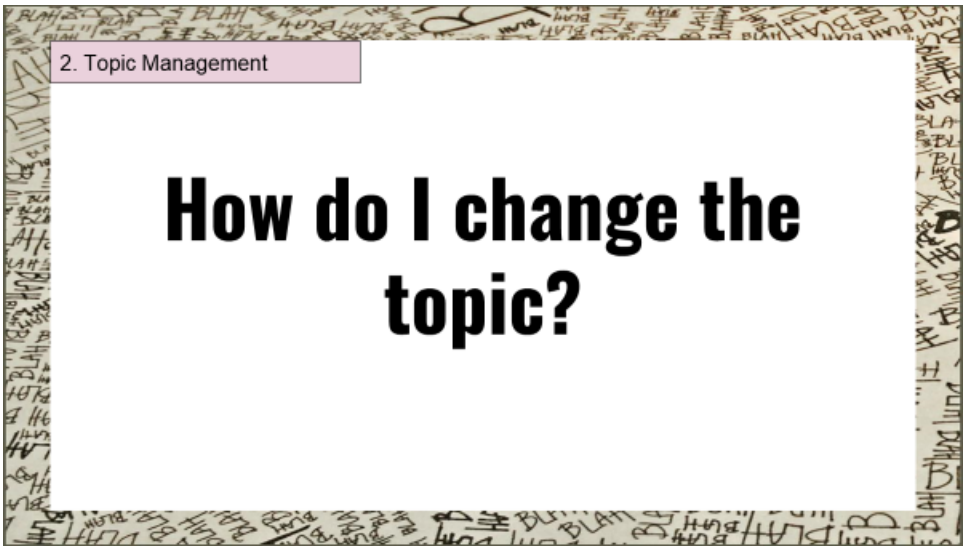

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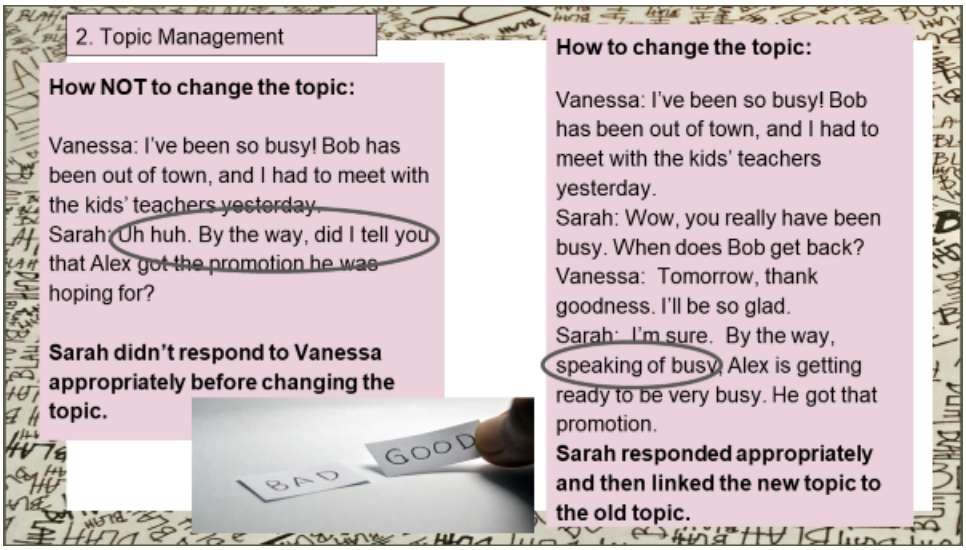

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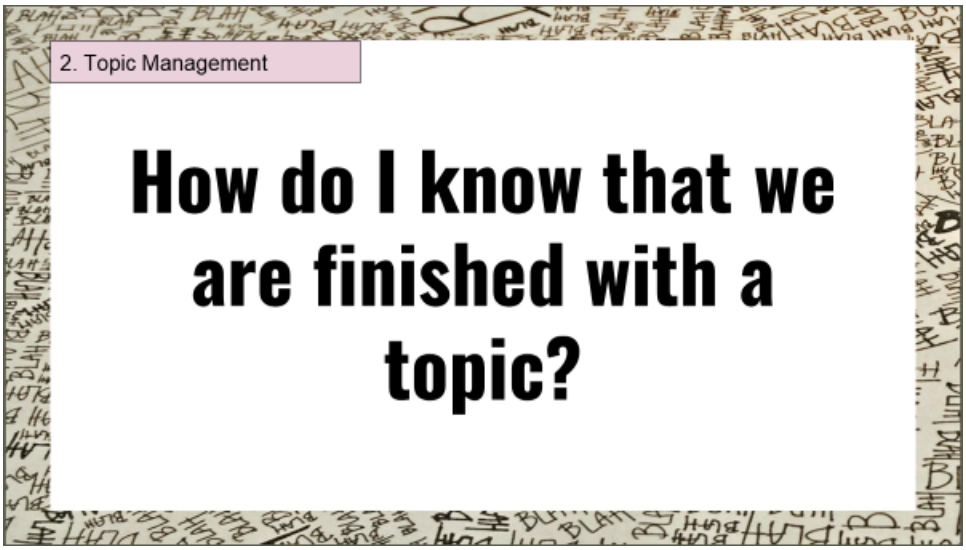

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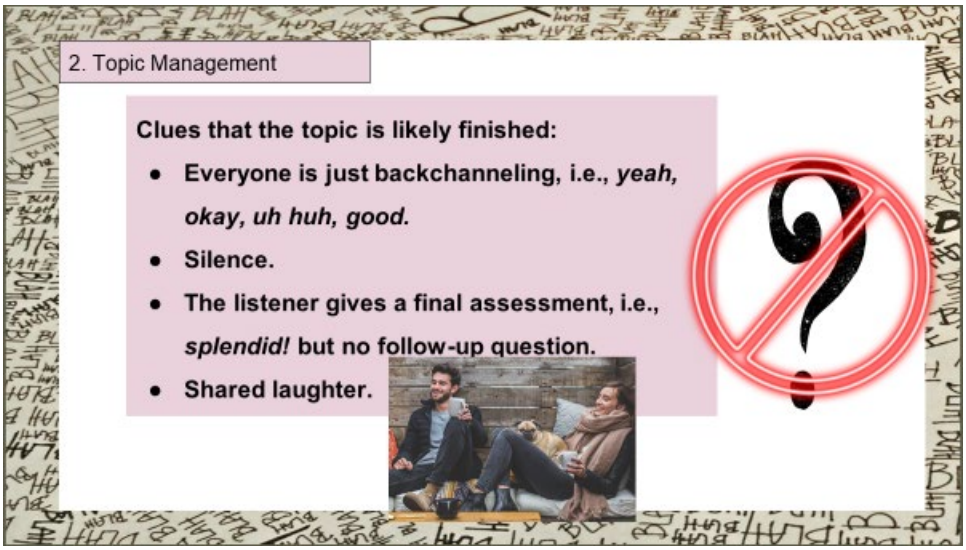

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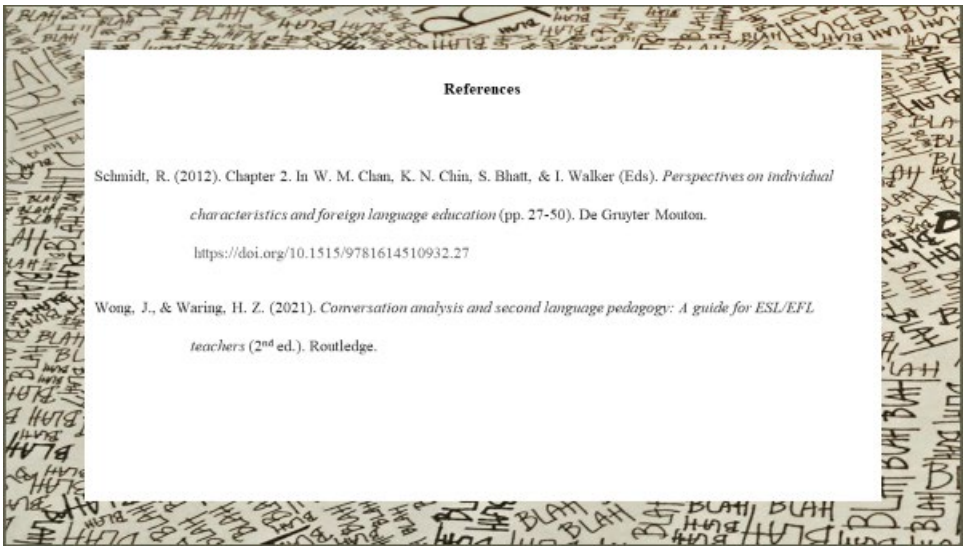

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Appendix D: Teaching Conversation Video 4: Repair Slides

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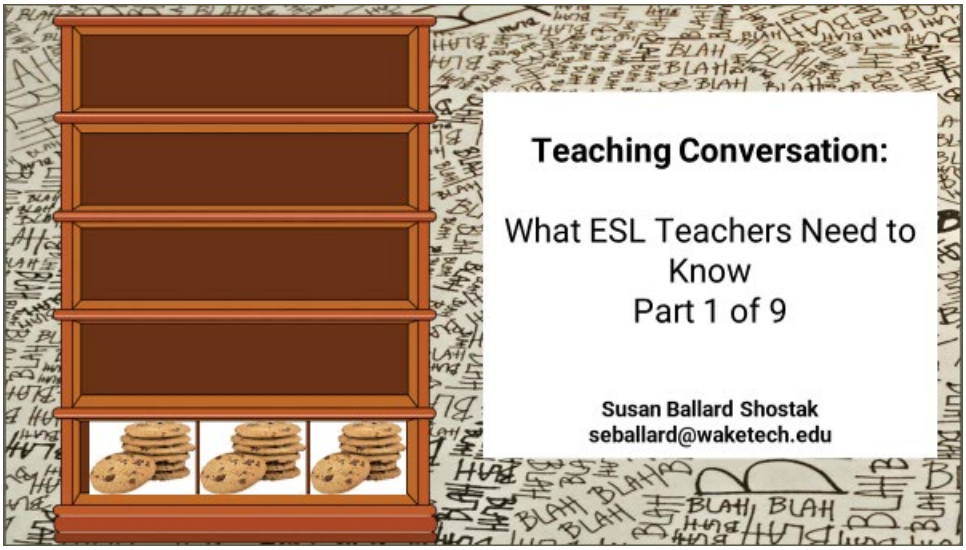

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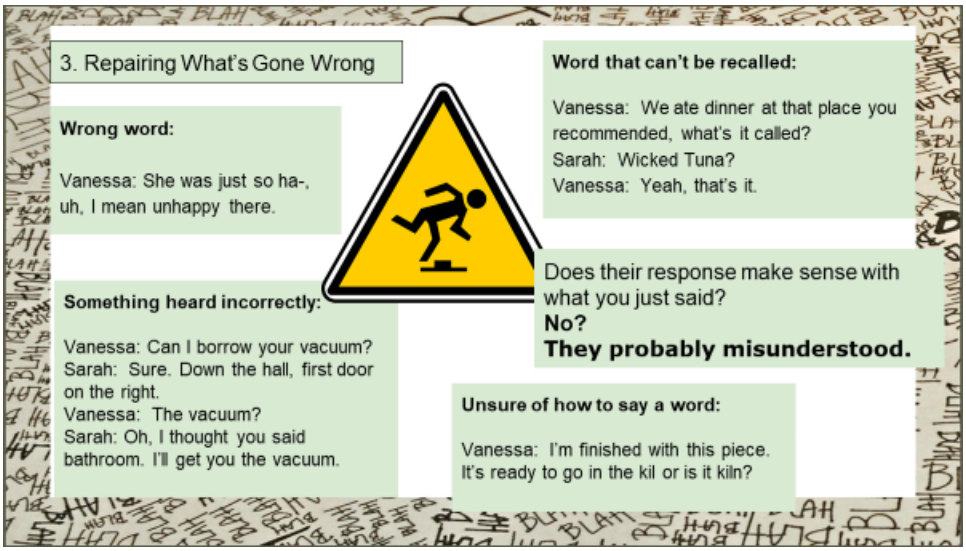

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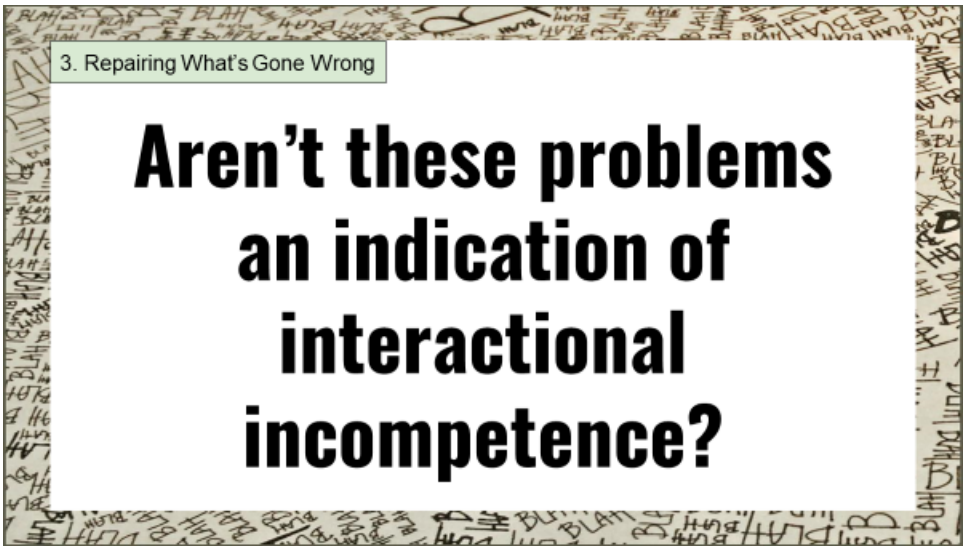

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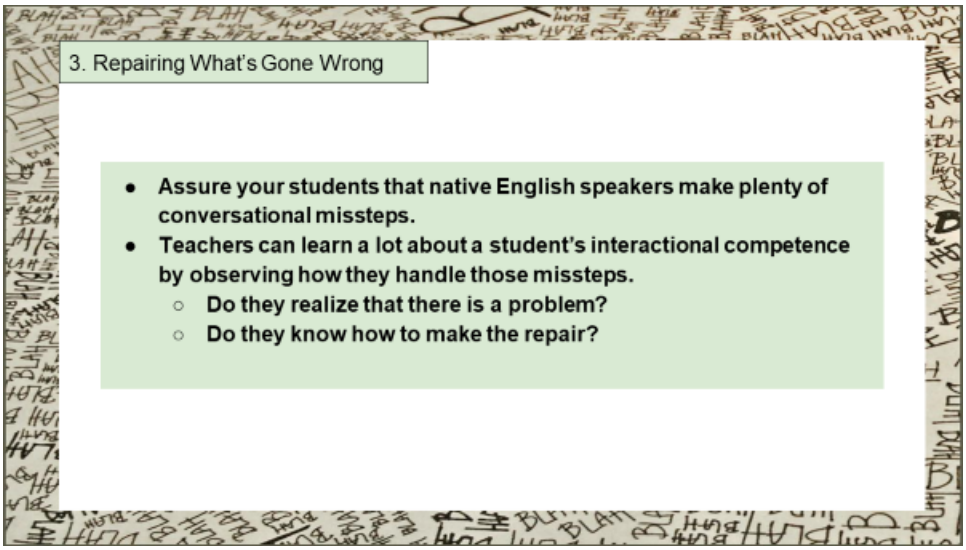

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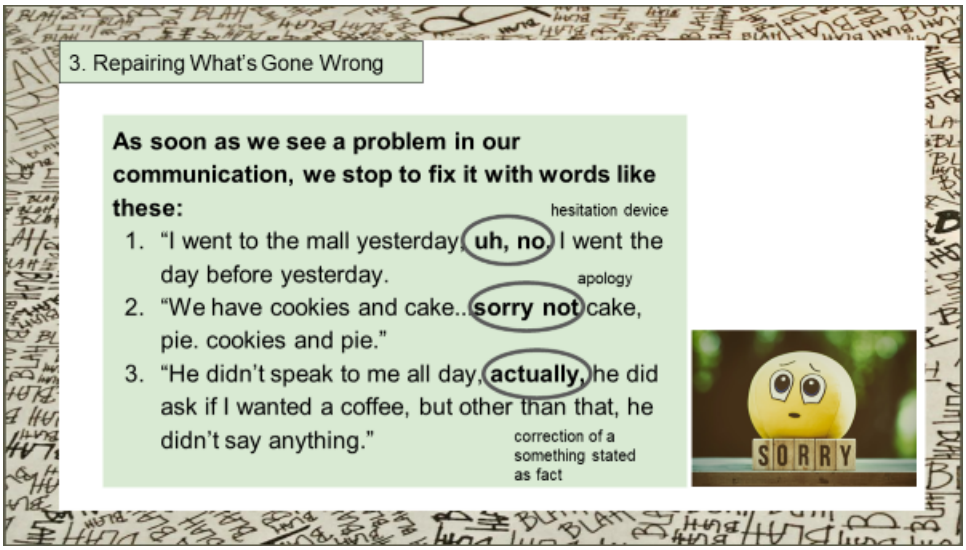

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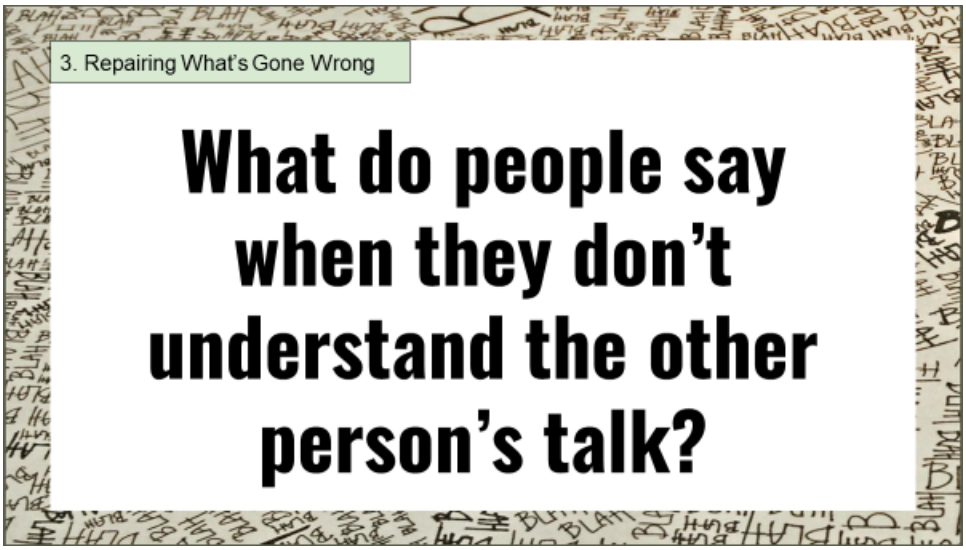

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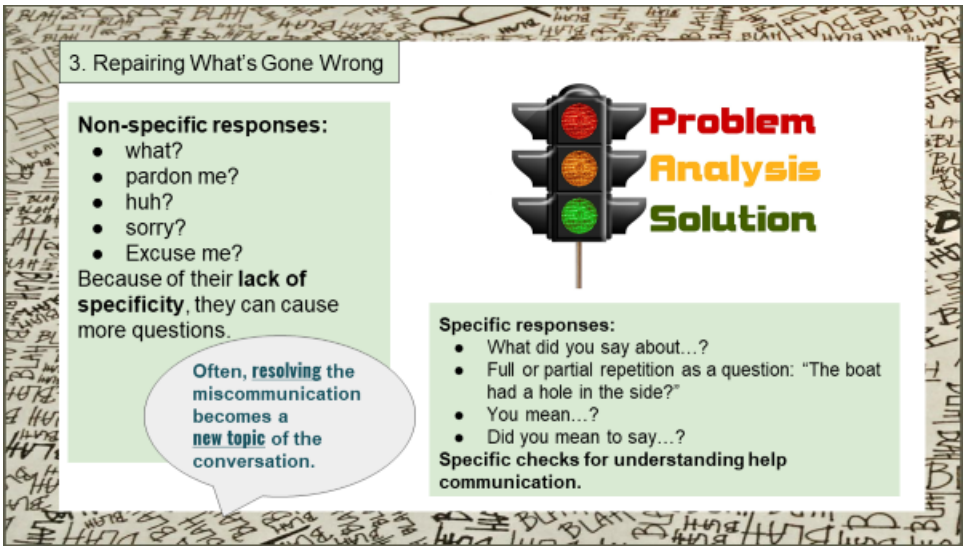

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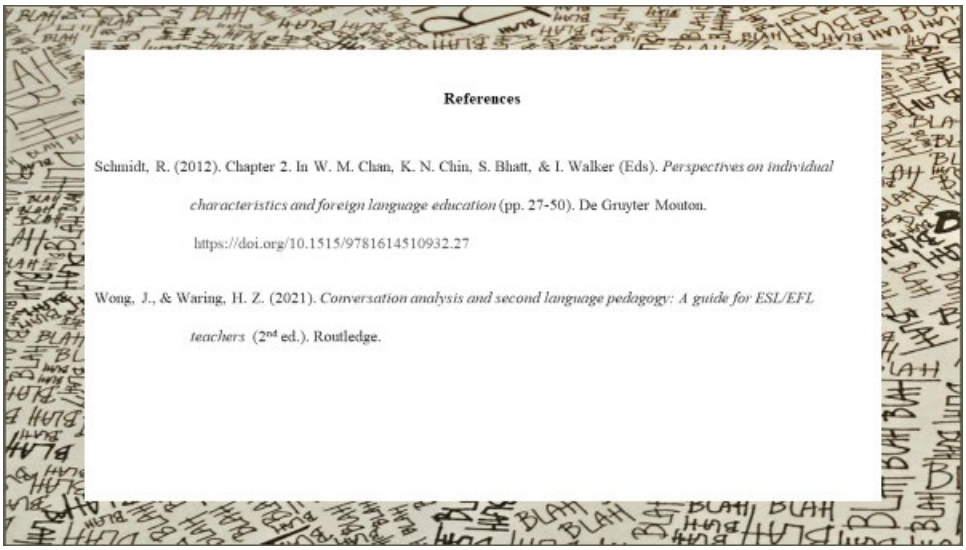
Slide 12



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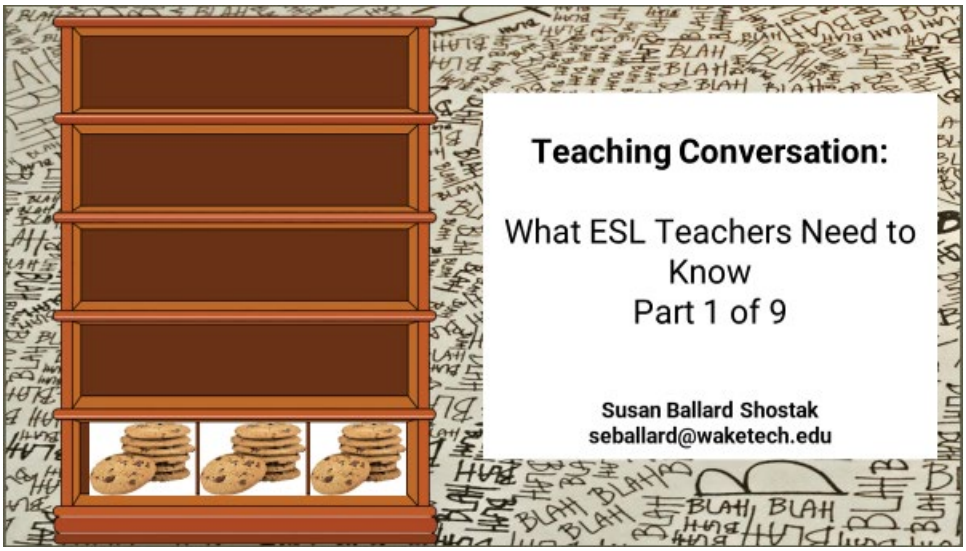
Slide 13

Appendix E: Teaching Conversation Video 5: Talk for Specific Purposes Slides

Slide 1



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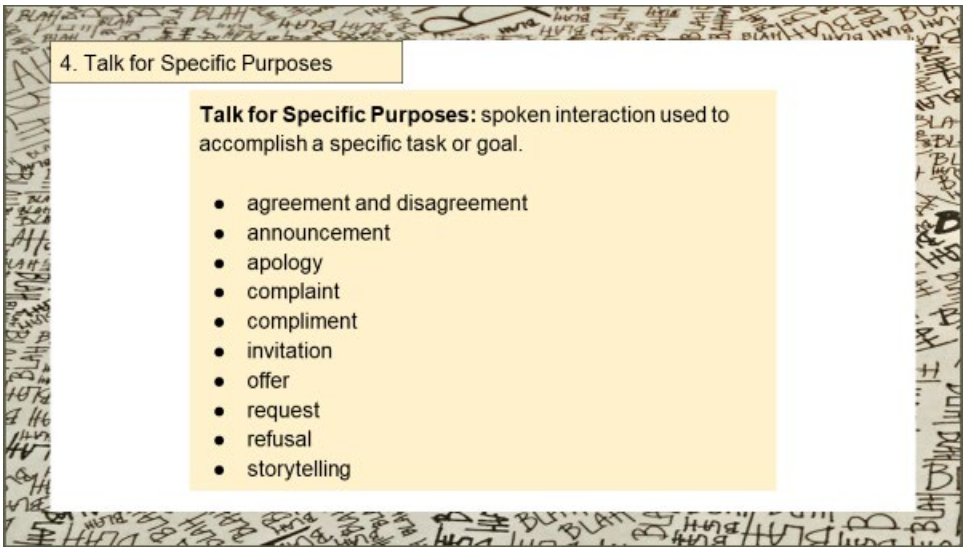

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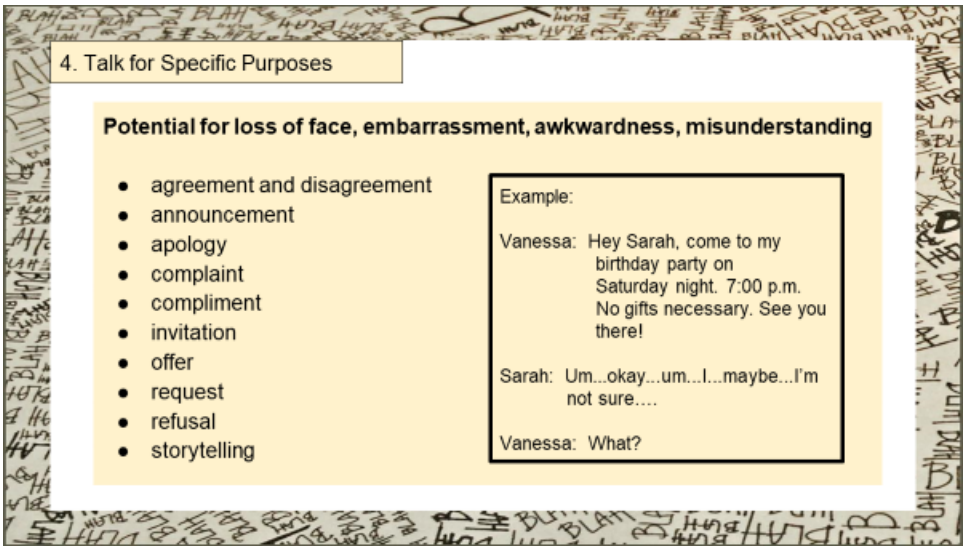

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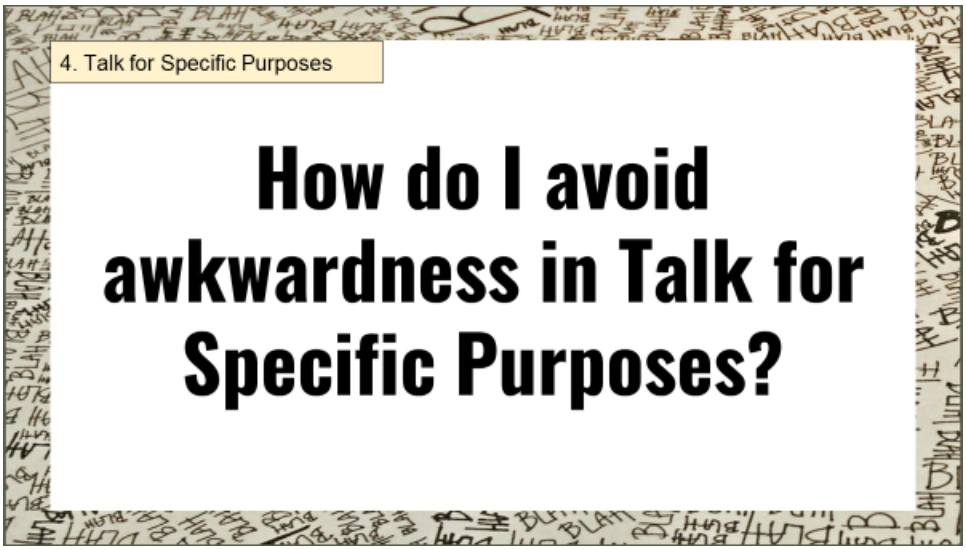

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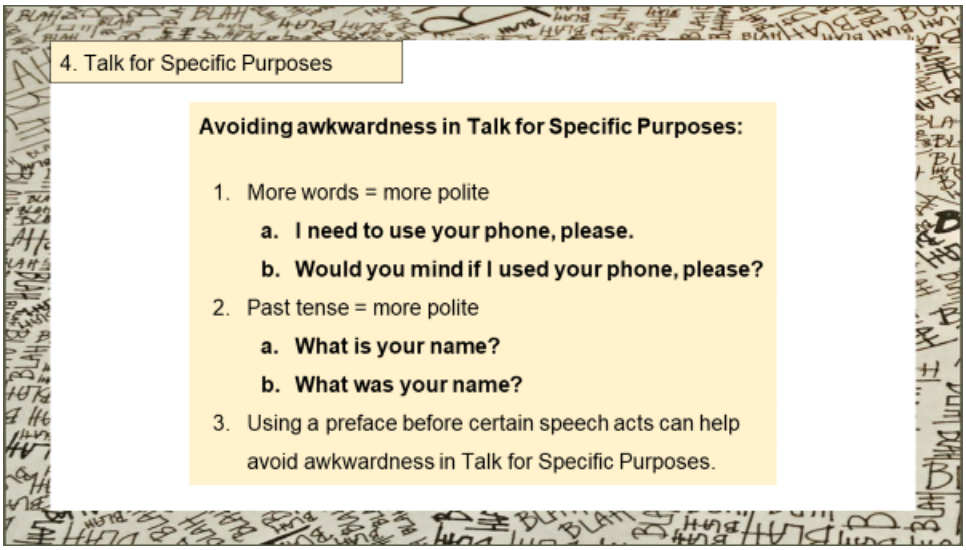

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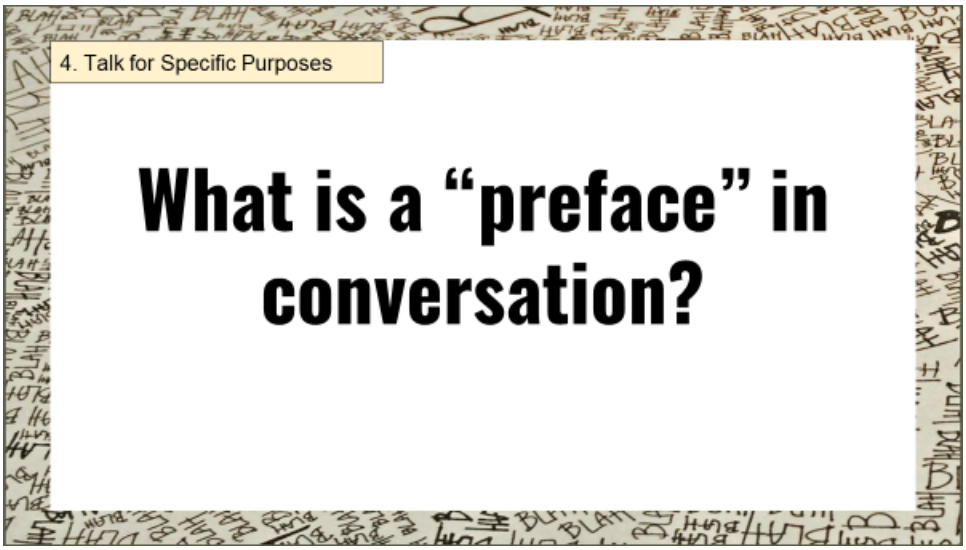

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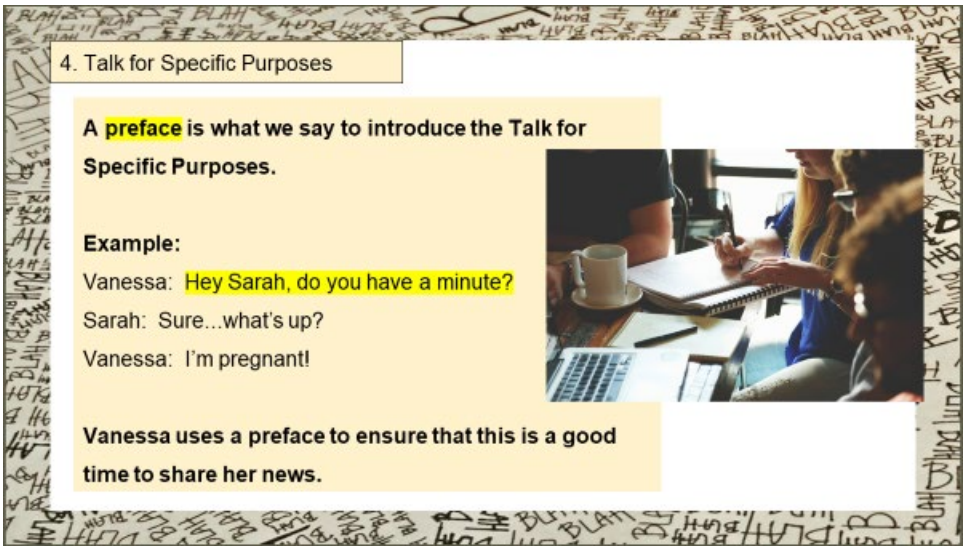

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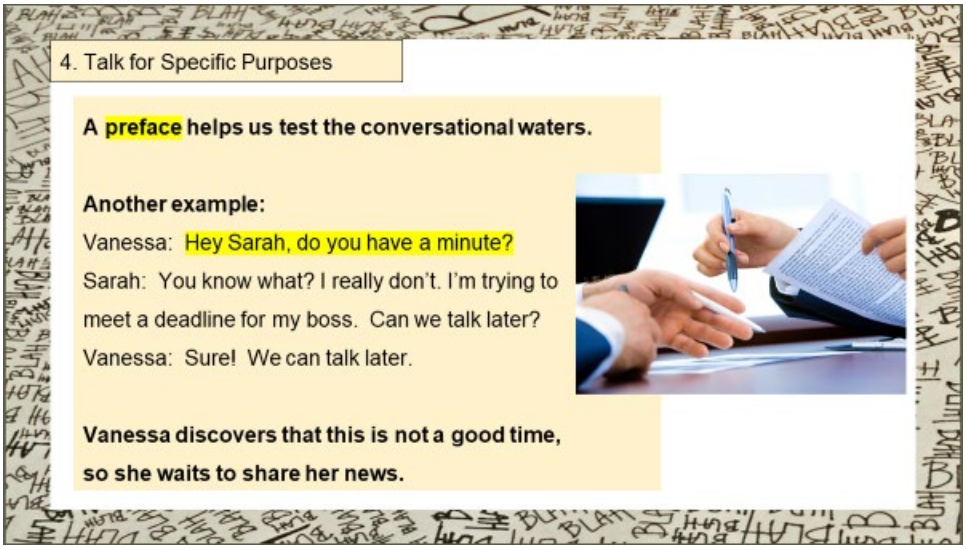

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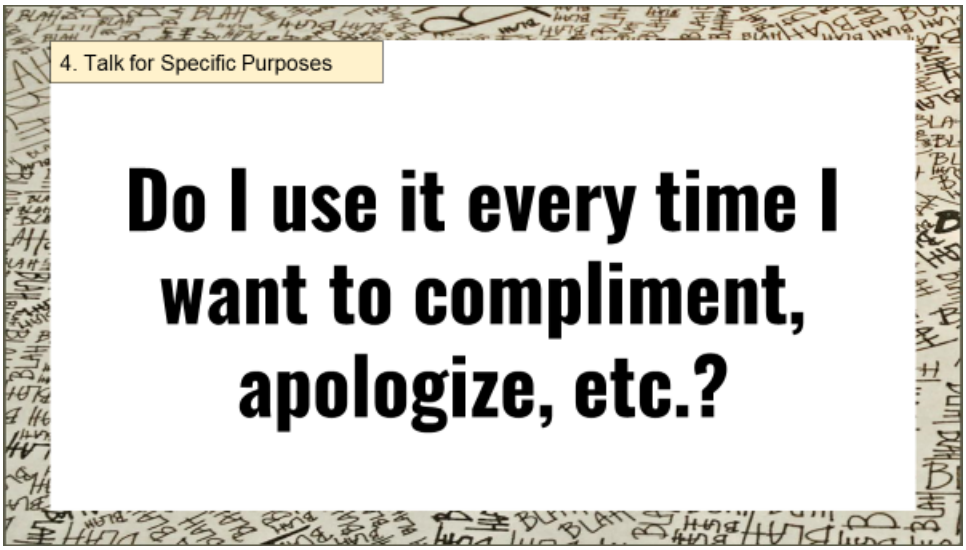

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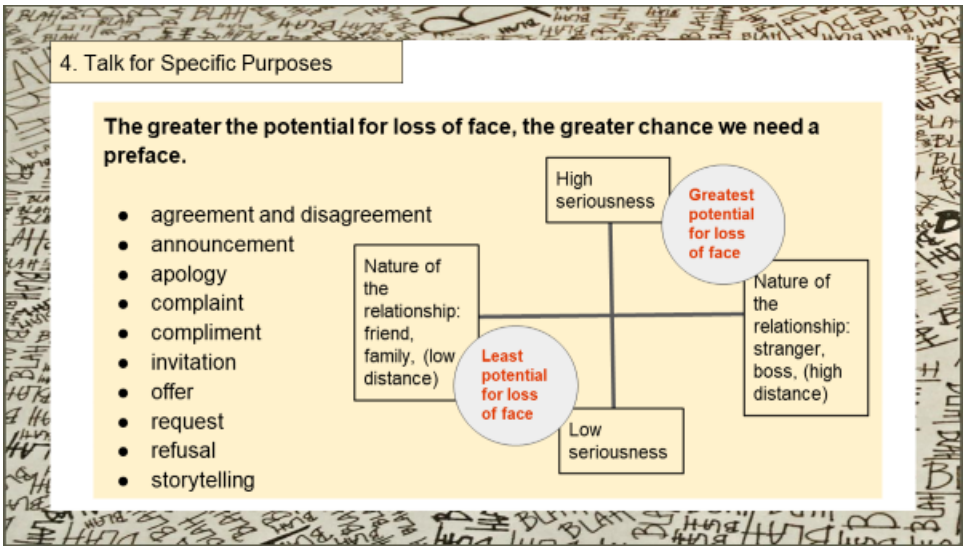

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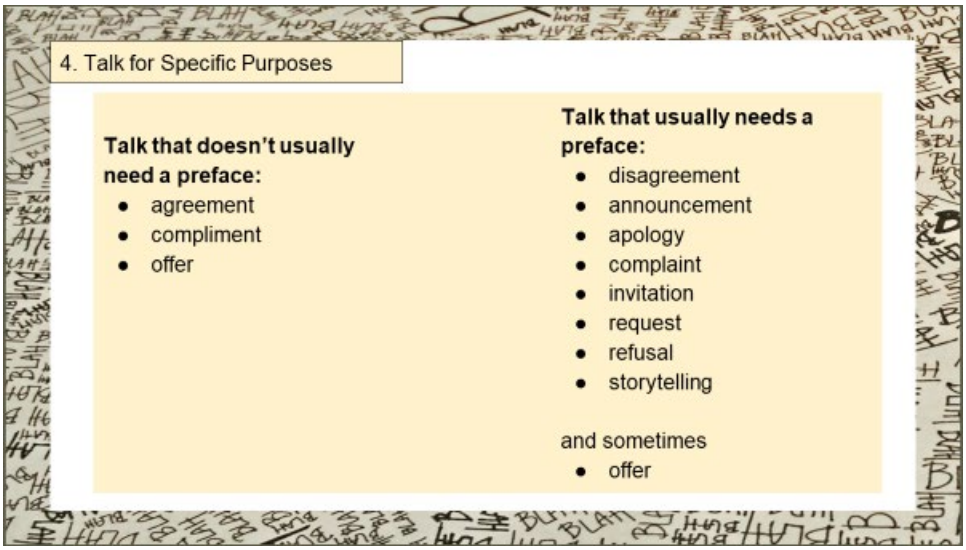

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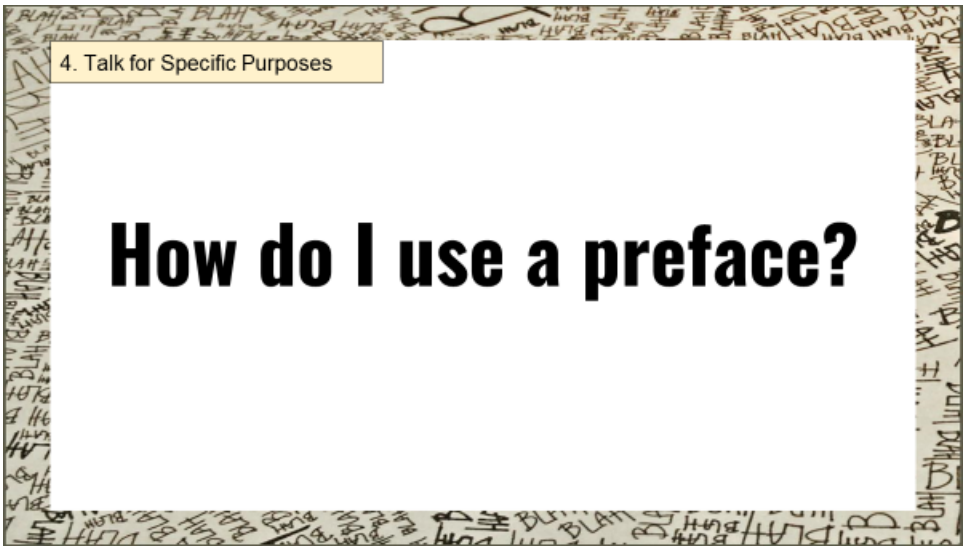

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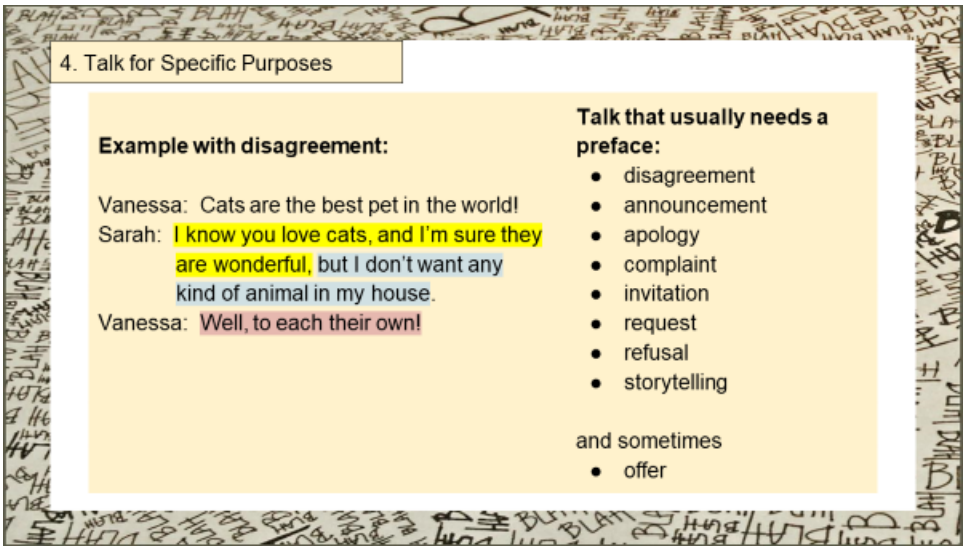

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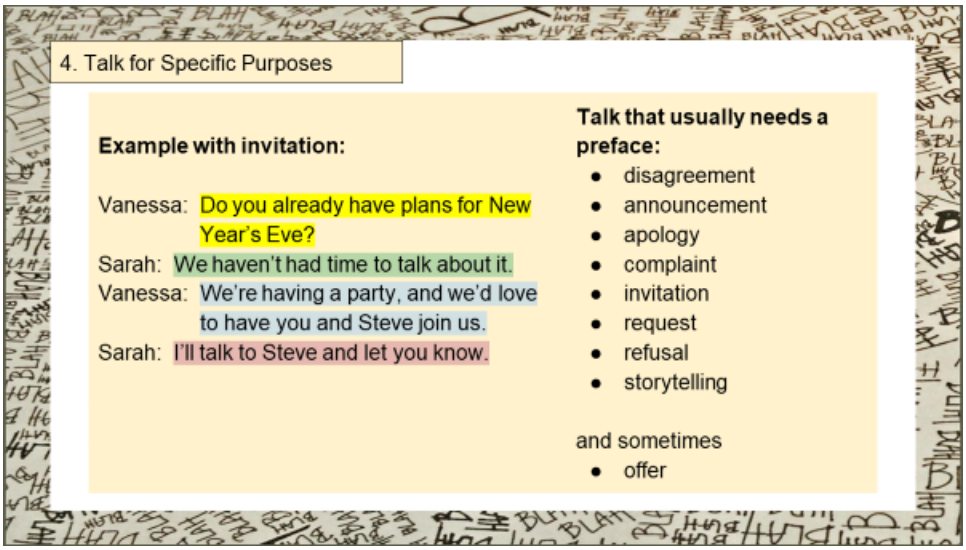

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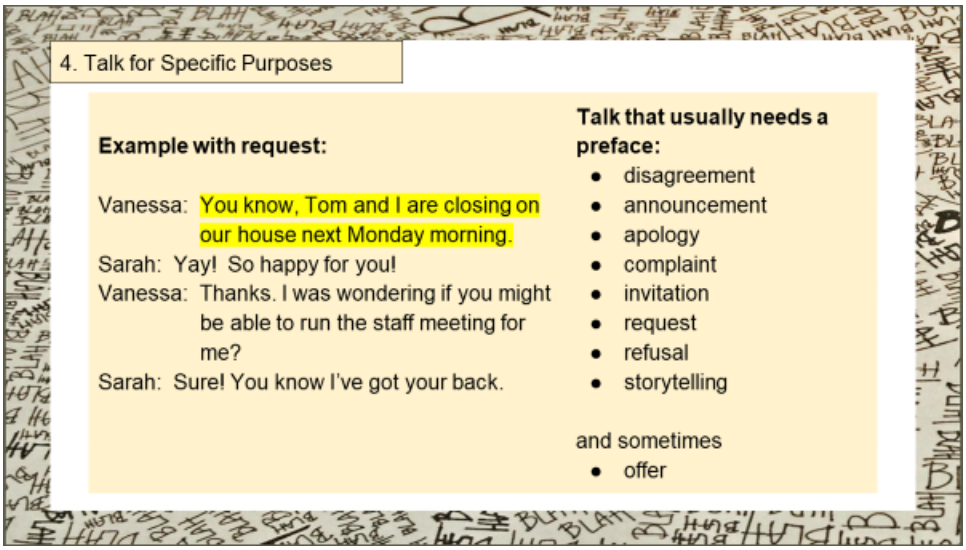

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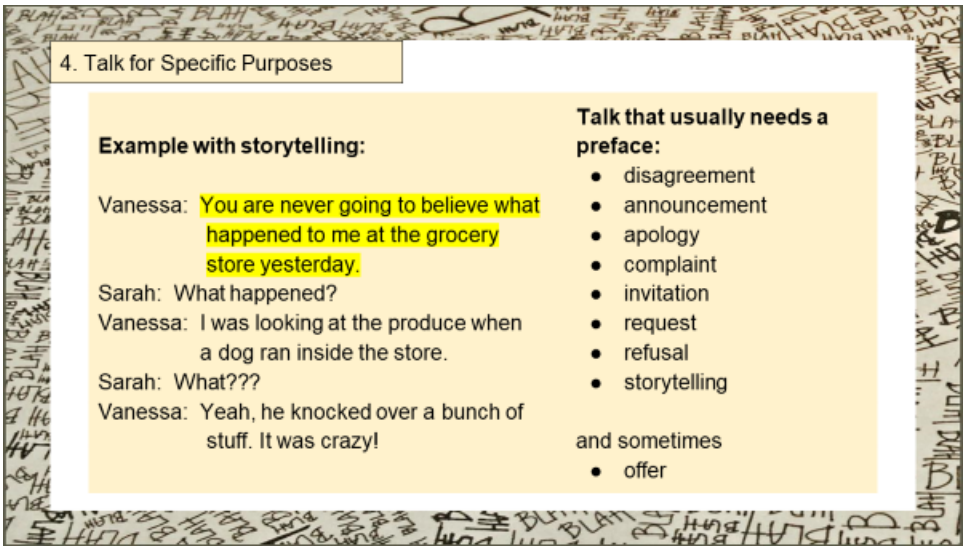

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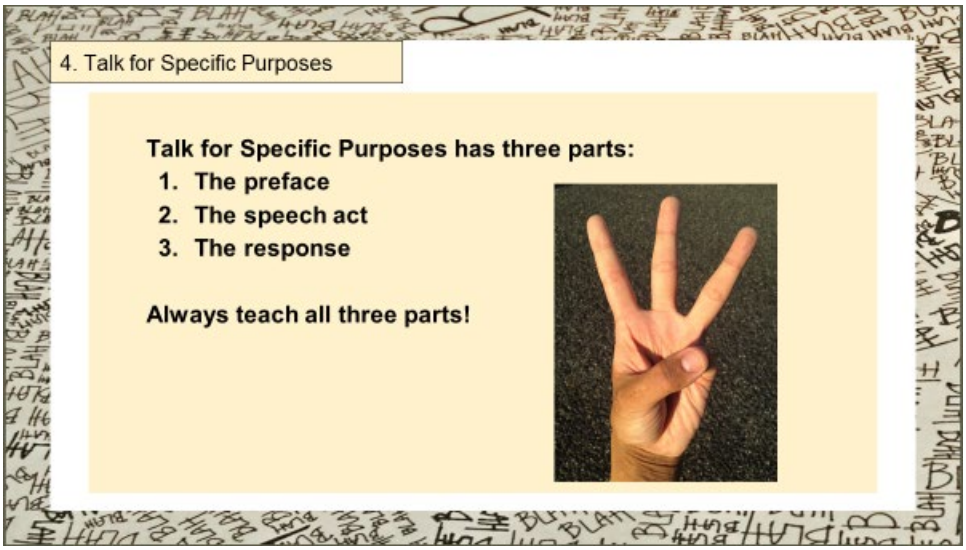

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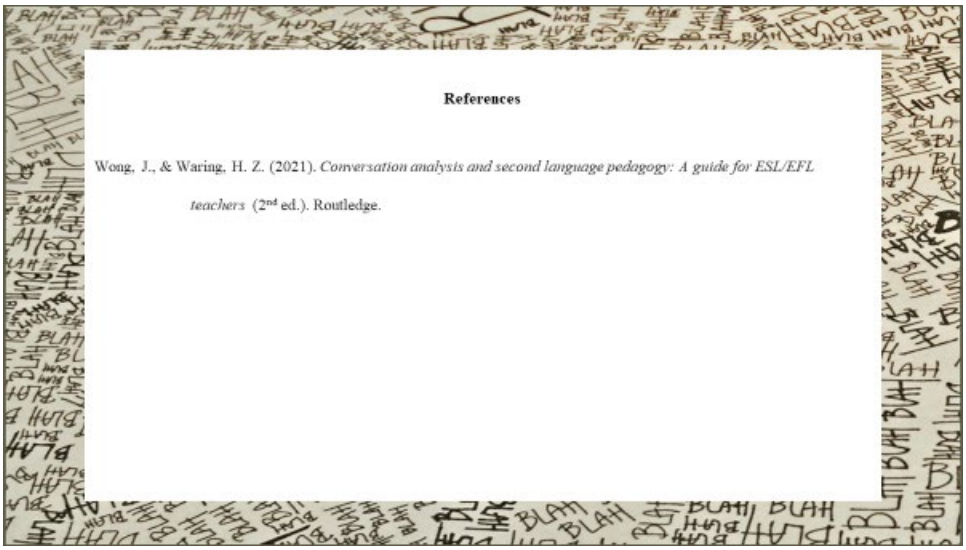

References

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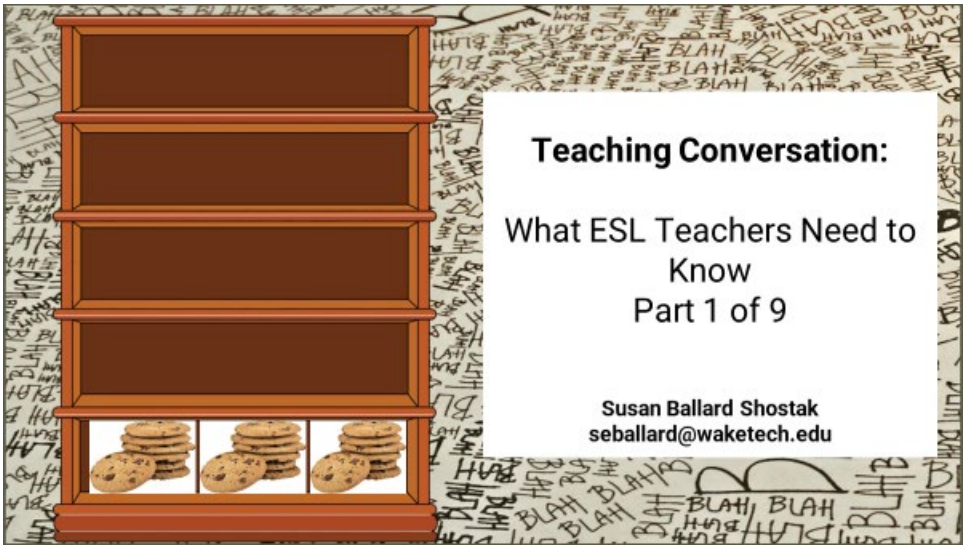
Appendix F: Teaching Conversation Video 6: Nonverbal Communication

Slide 1



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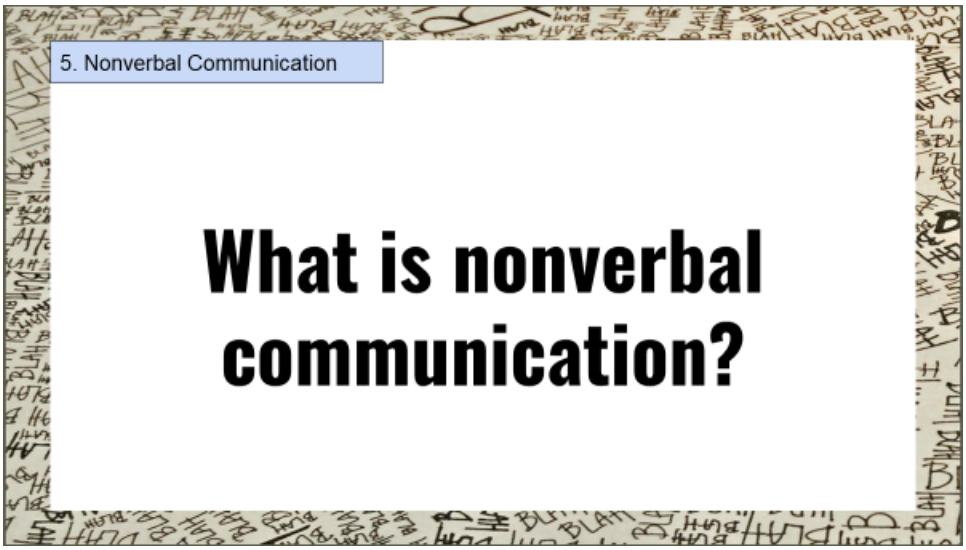

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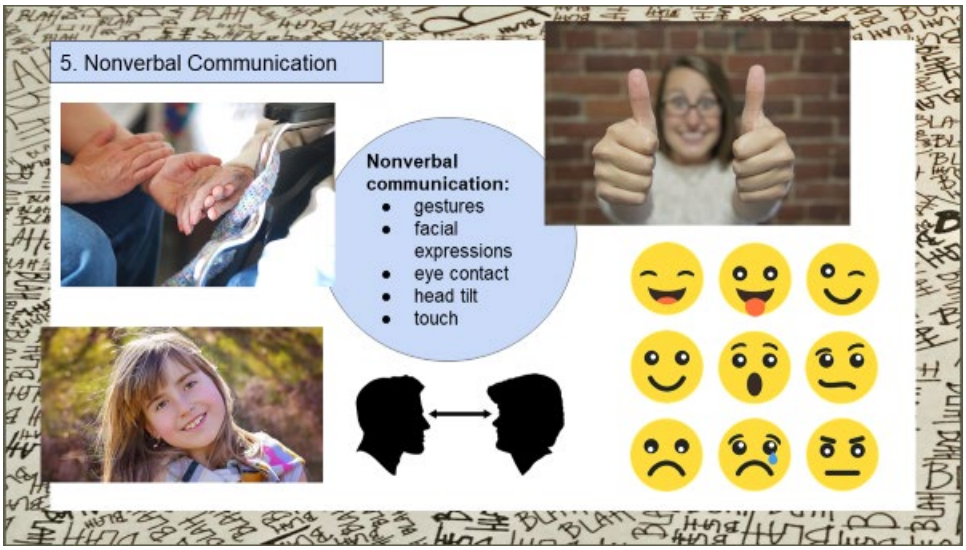

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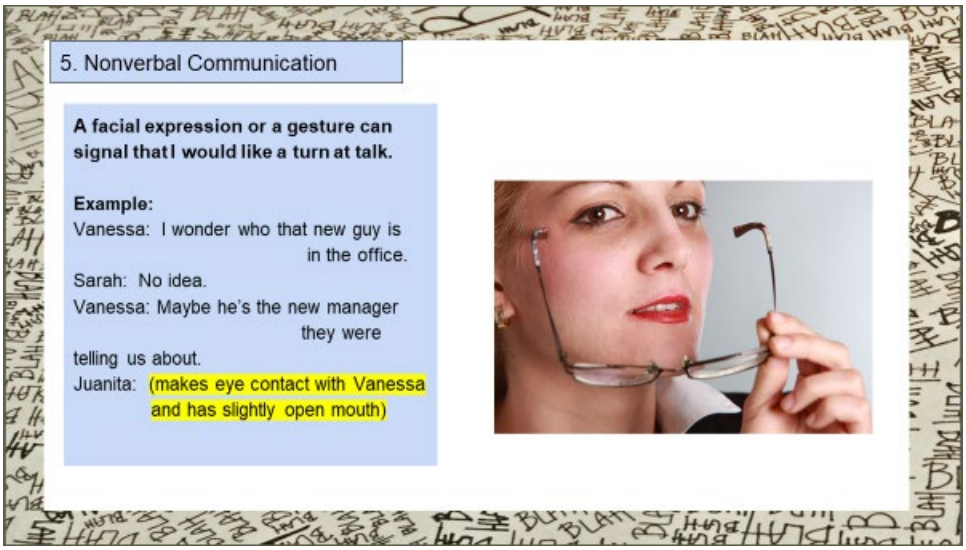

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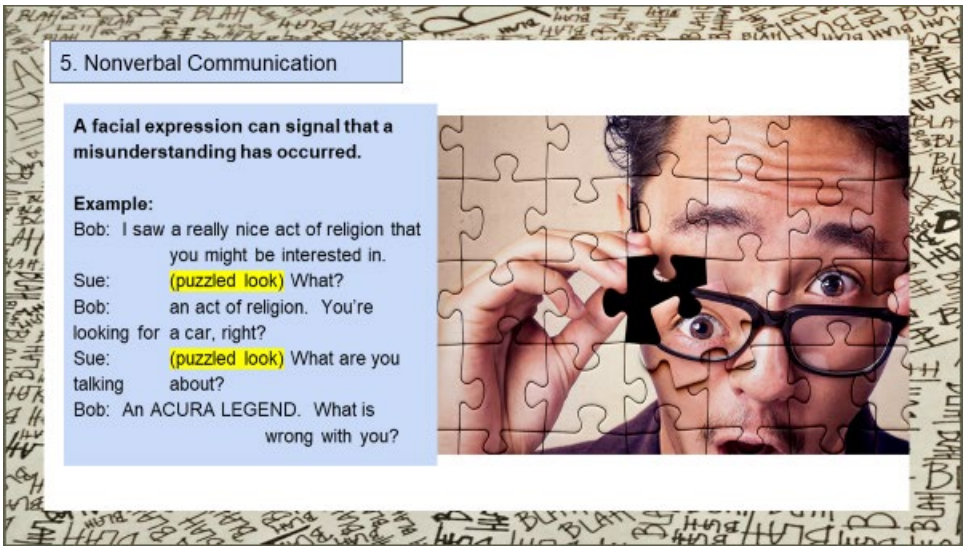

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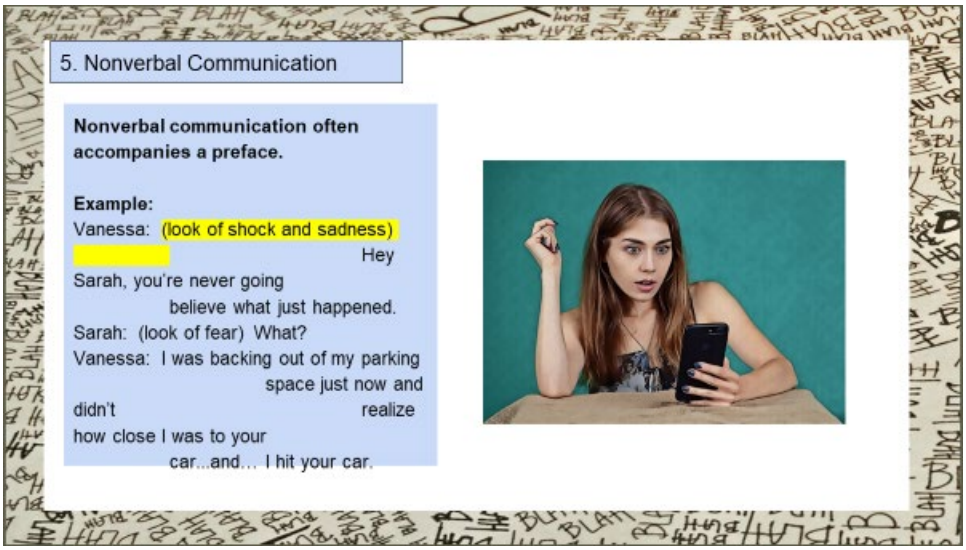

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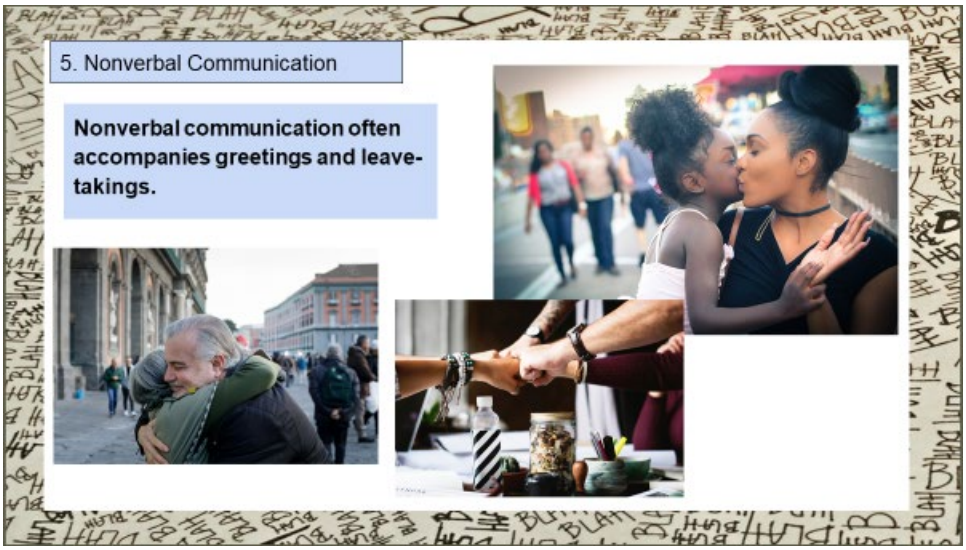

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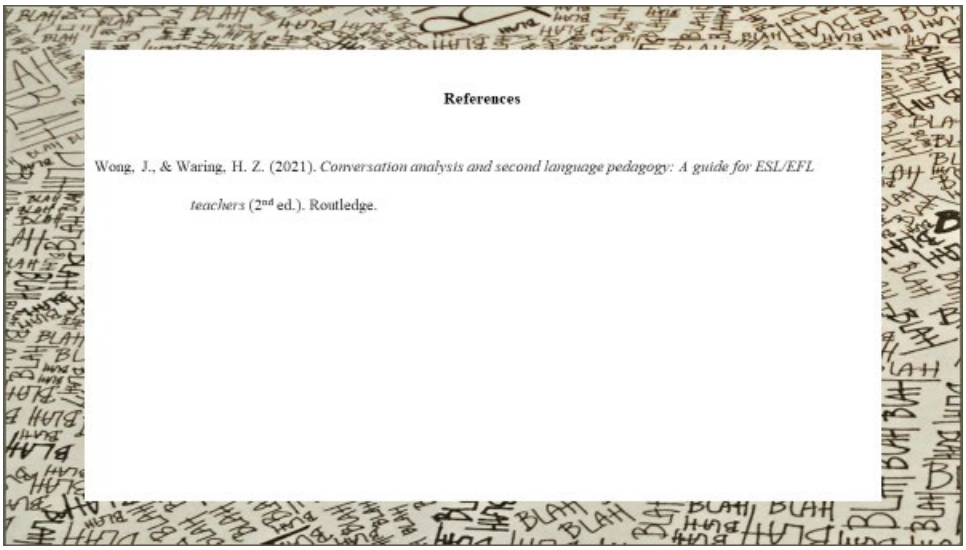

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Appendix G: Teaching Conversation Video 7: Using Recorded Conversations and Transcripts Slides

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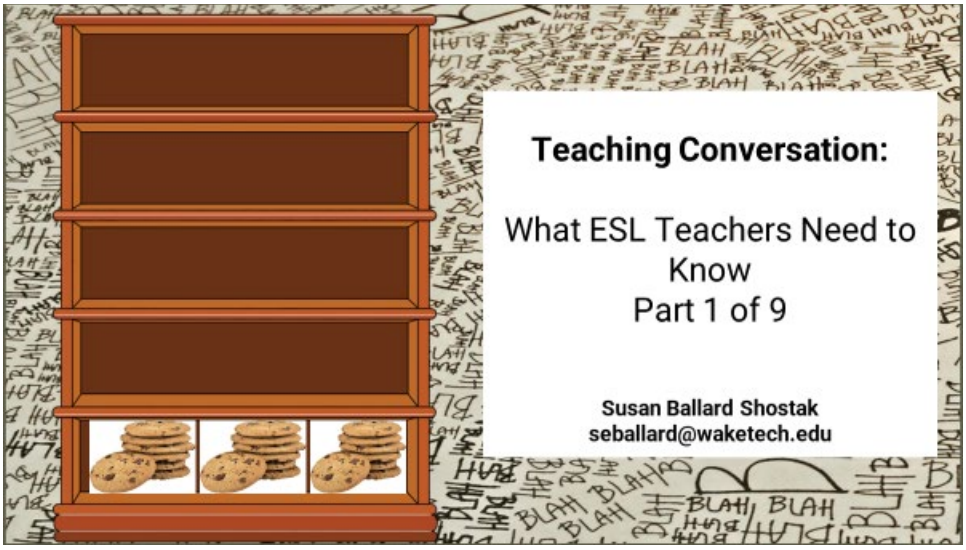

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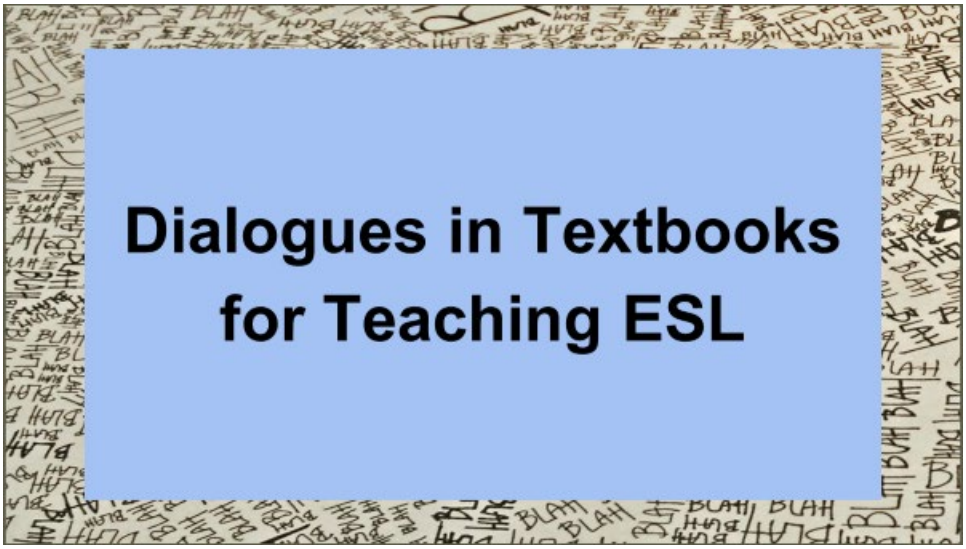

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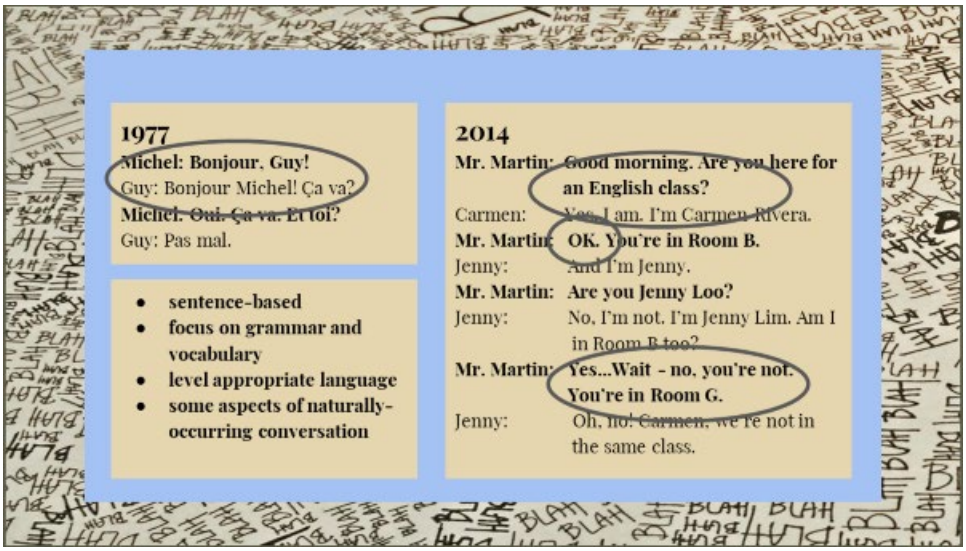

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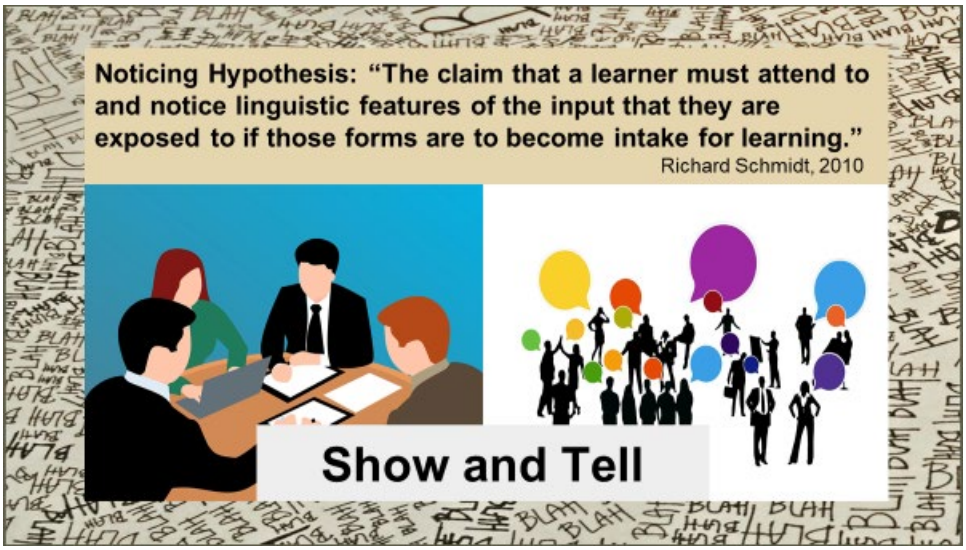

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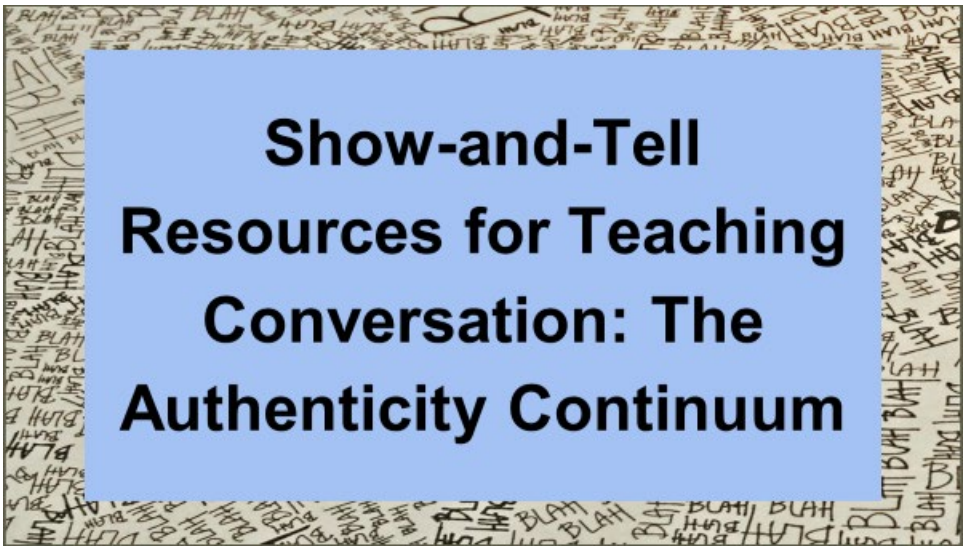

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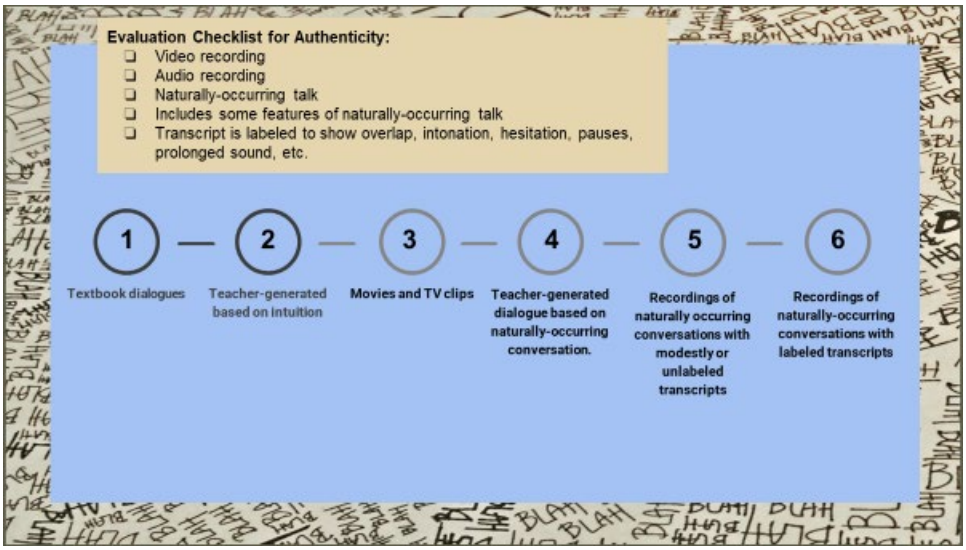

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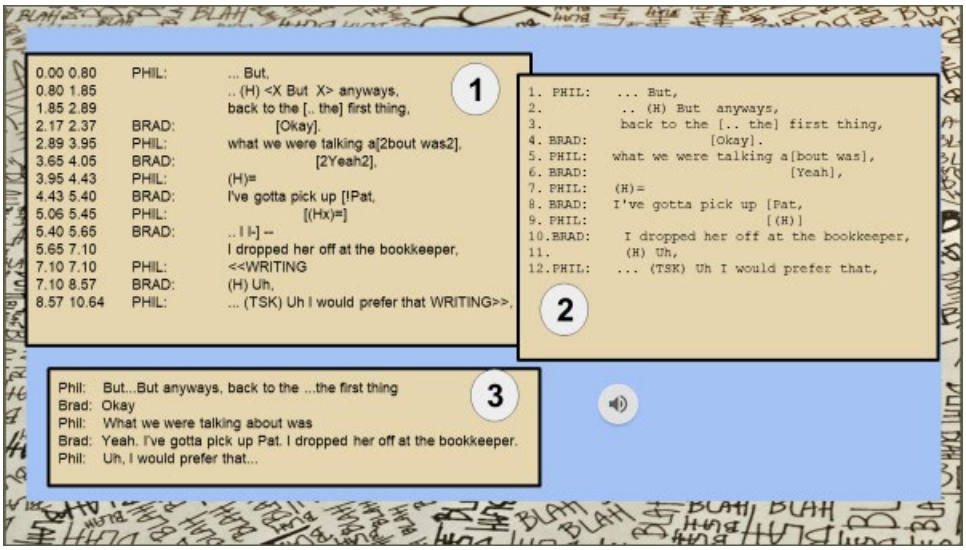

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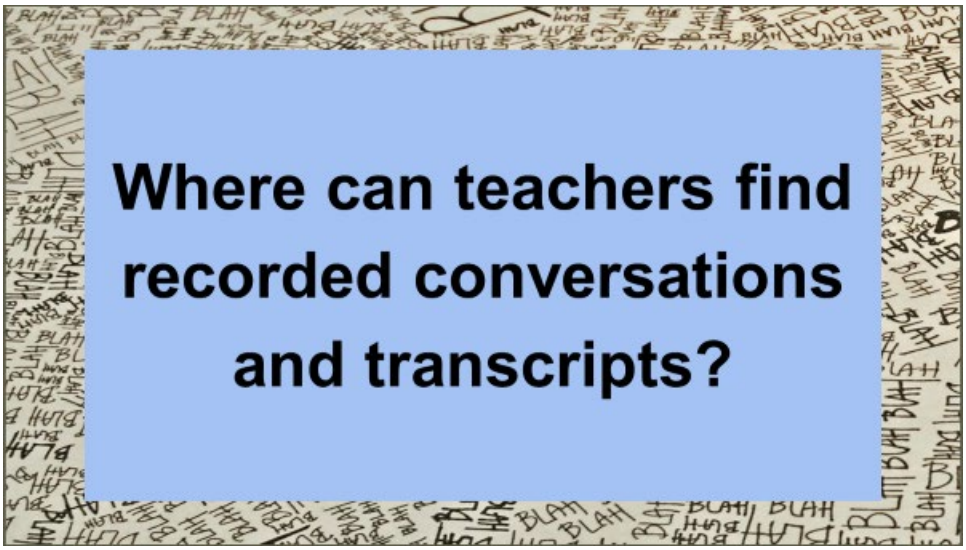

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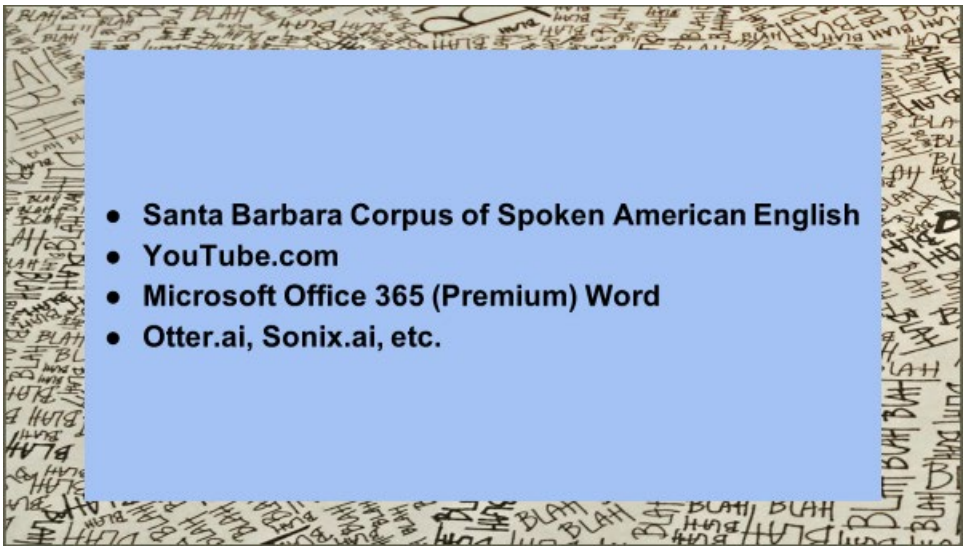

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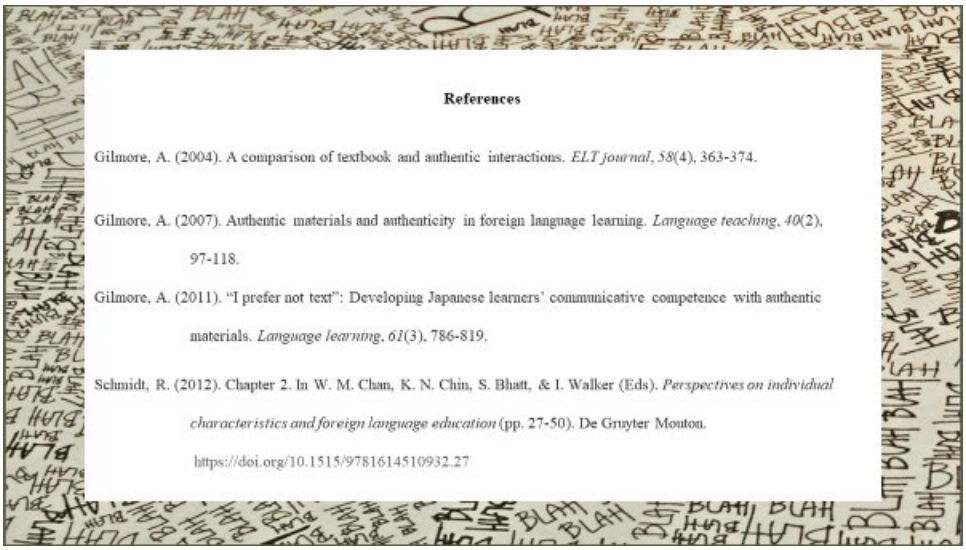

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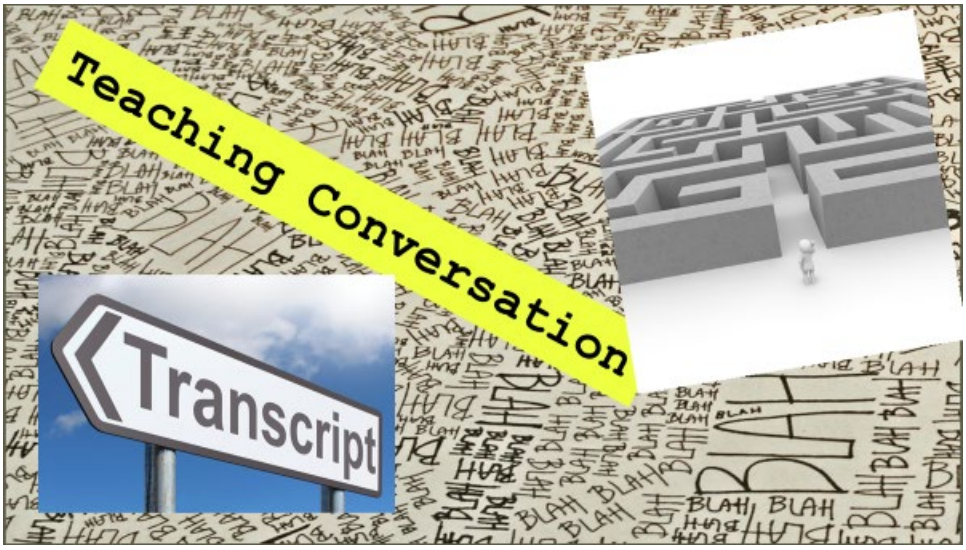
Slide 12

Appendix H: Teaching Conversation Video 8: Finding and Editing Transcripts



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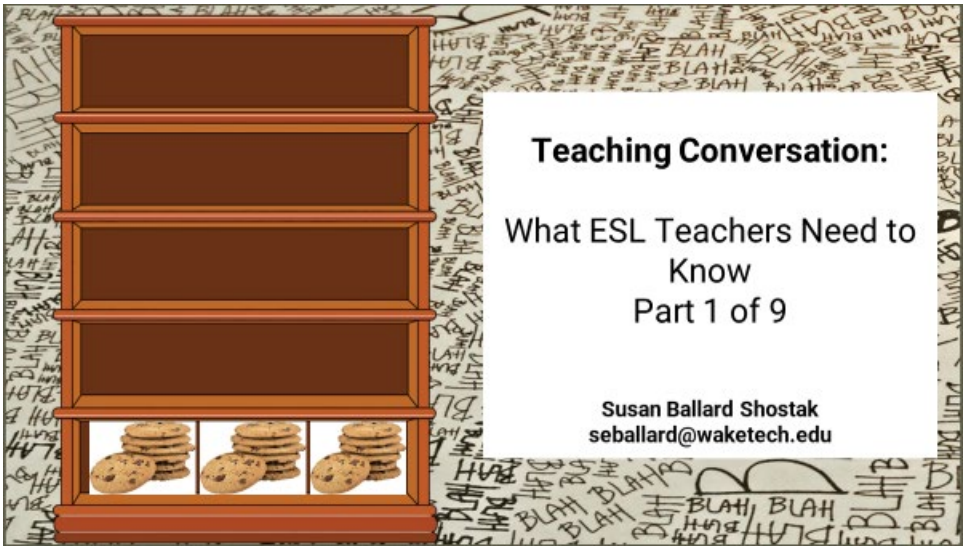

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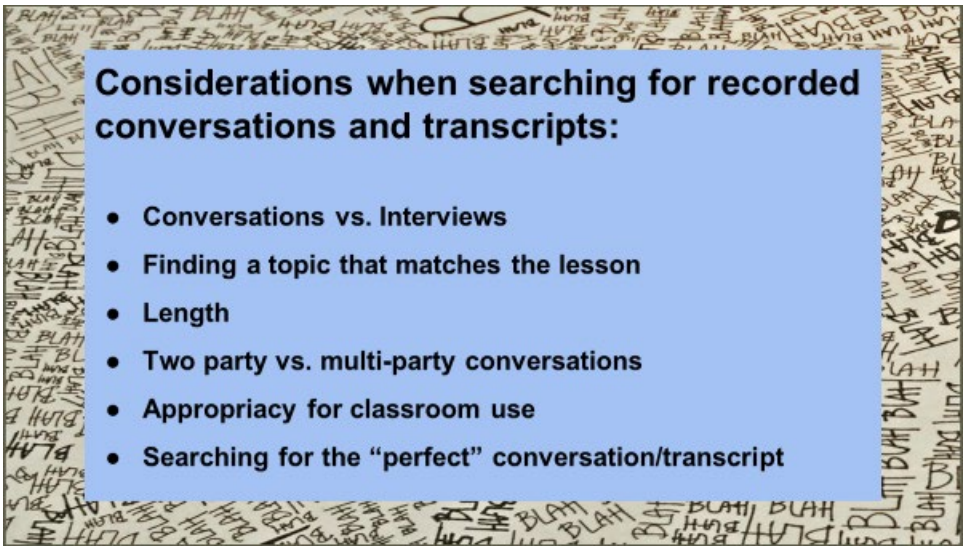

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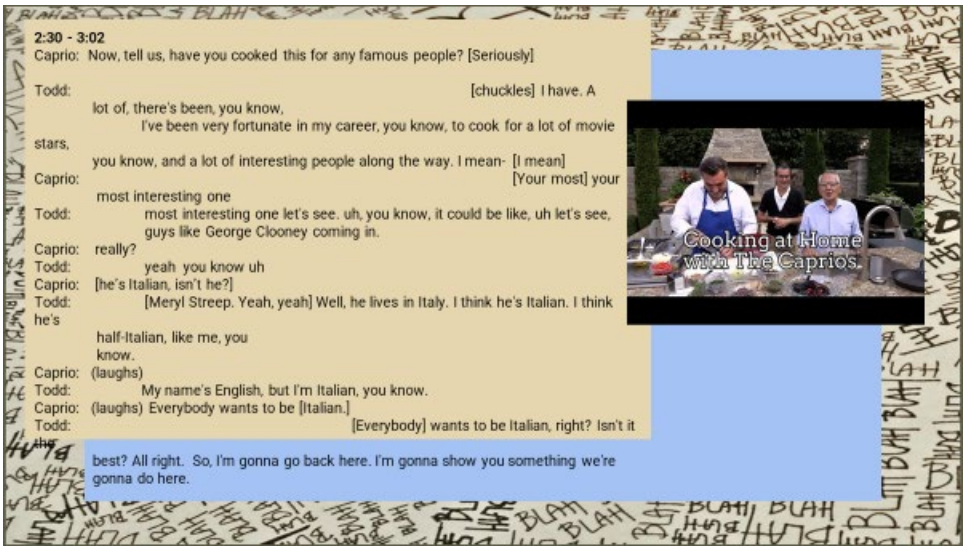

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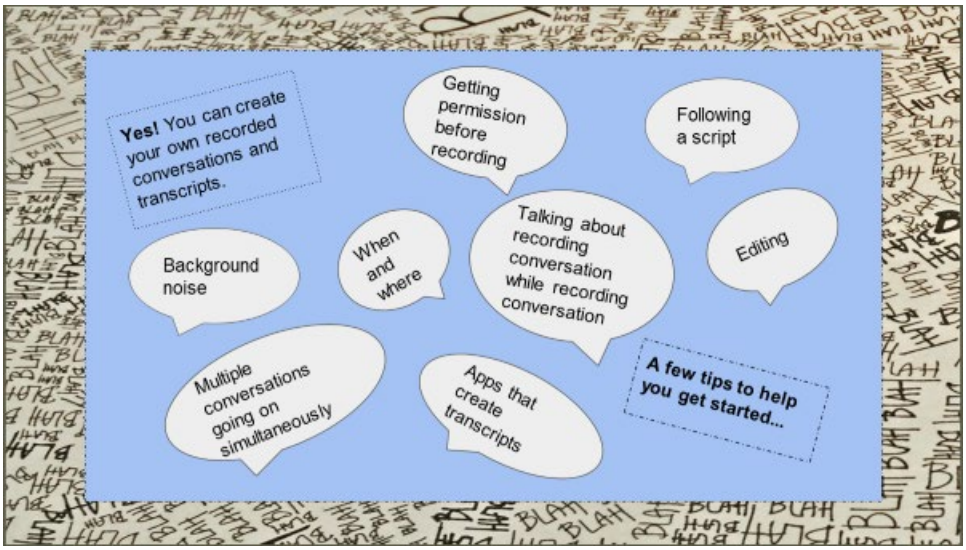

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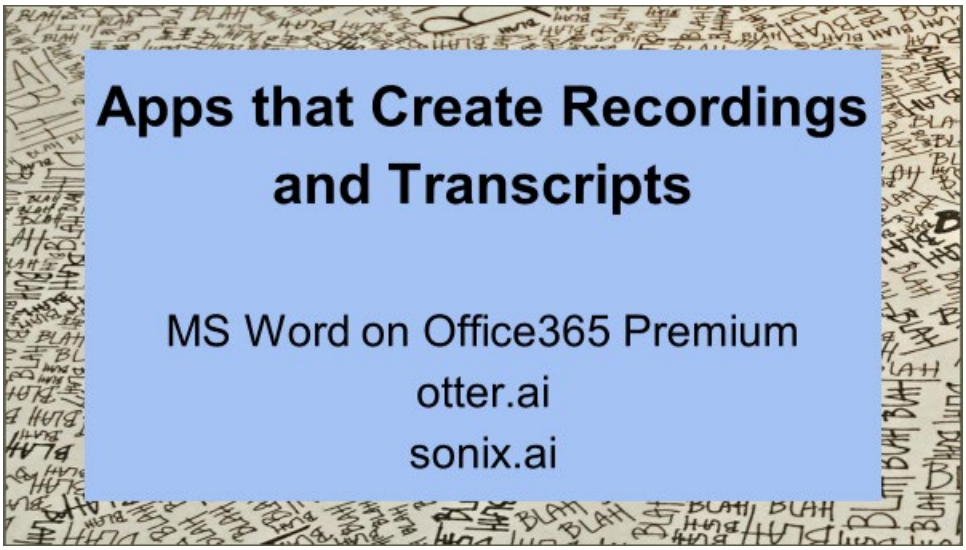

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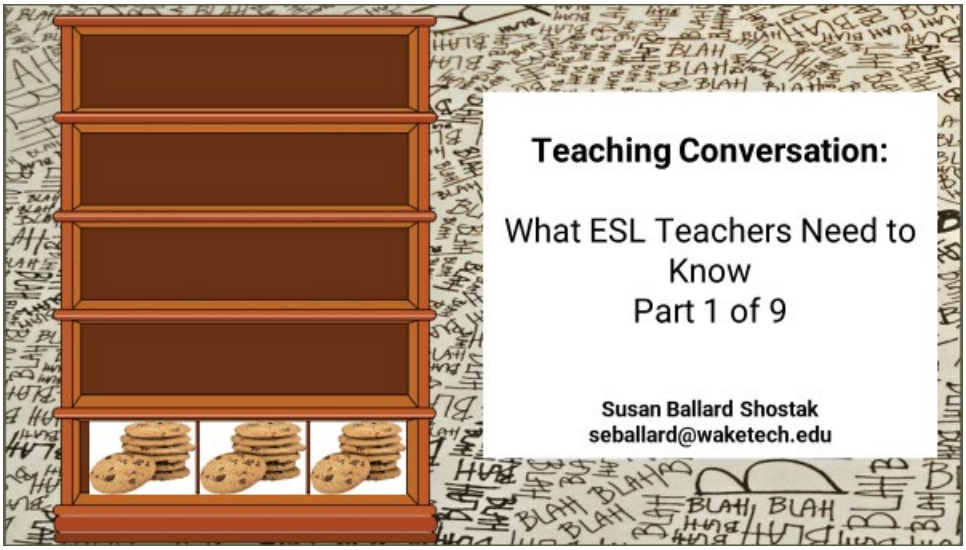
Appendix I: Teaching Conversation Video 9: Lesson Plan Framework

Slide 1



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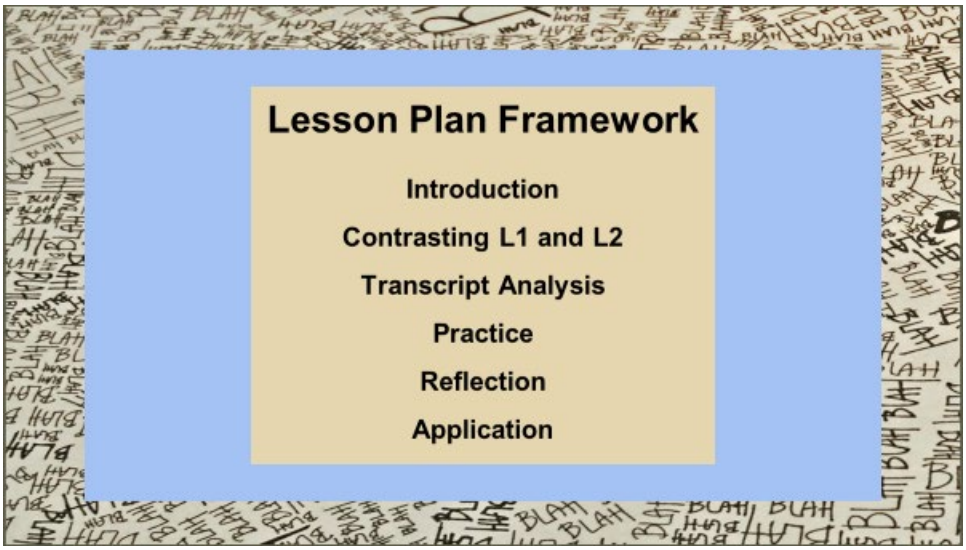

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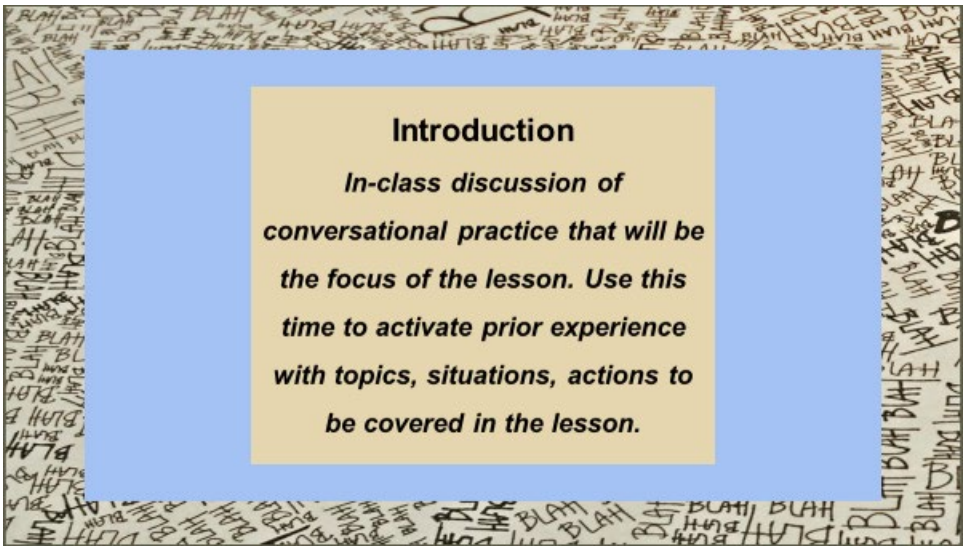

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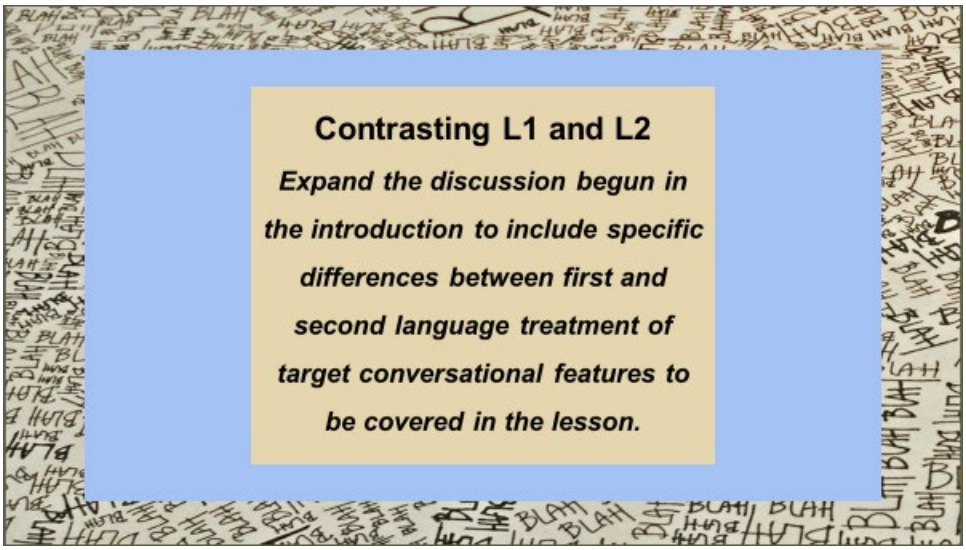

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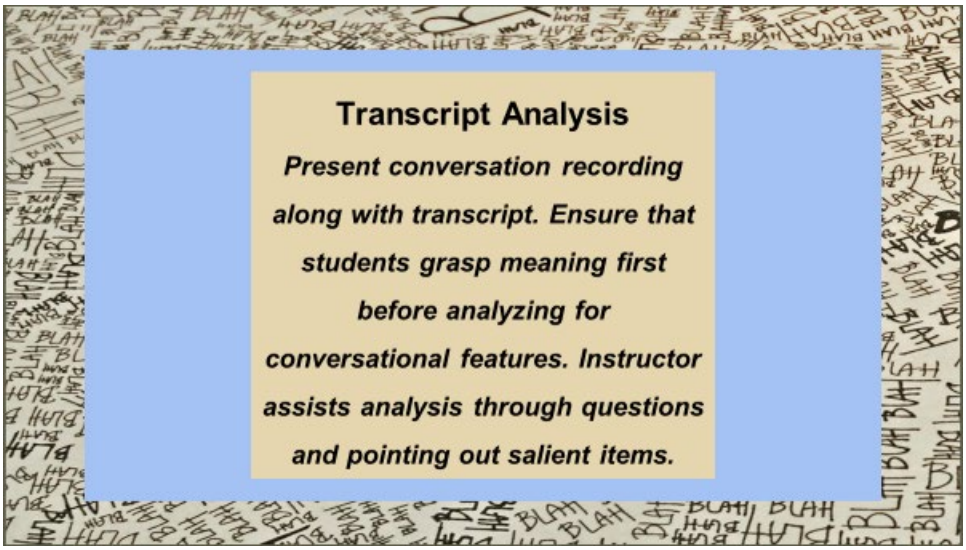

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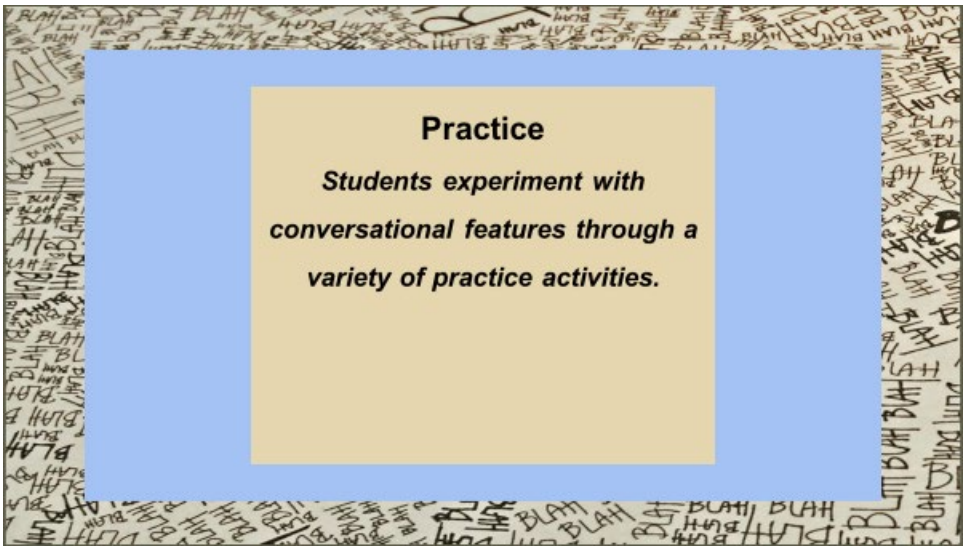

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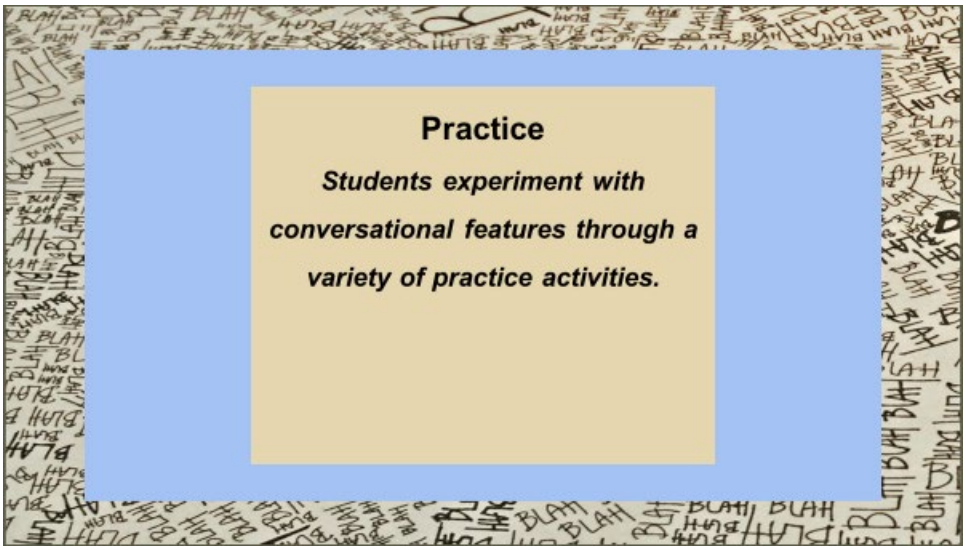
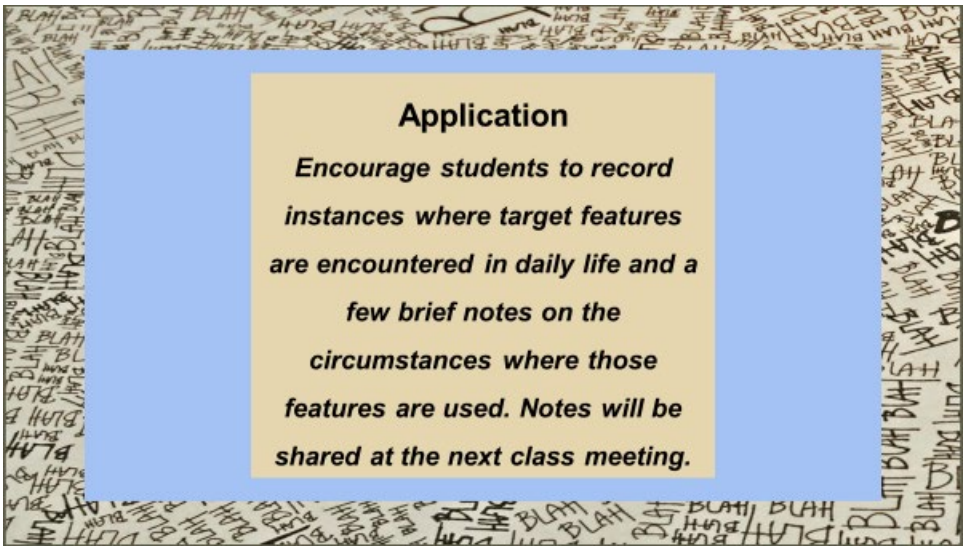


Slide 8



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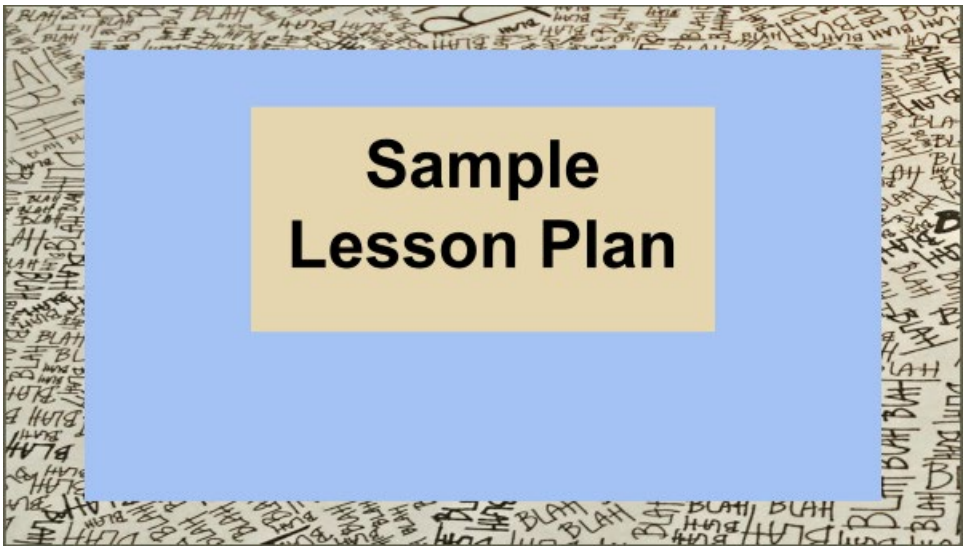

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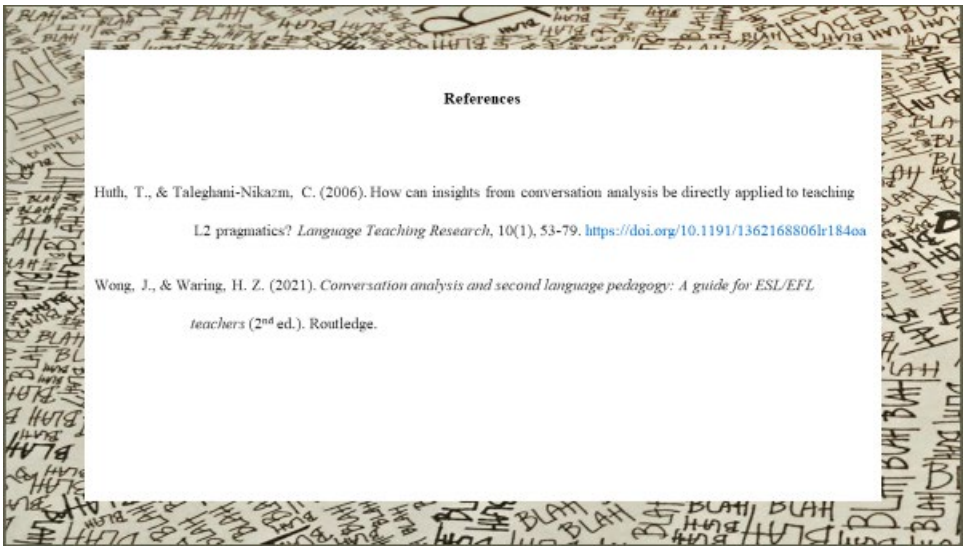

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Slide 12

Appendix J: Lesson Plan Example

Content-based Central Focus: Analyzing workplace conversation
Daily Content Objective: Students will be able to identify topics of conversation, features of topic management, and compare/contrast L1 and L2 conversational practice.
Daily Language Objective: Students will be able to explain the process of topic management in English conversation and provide examples from the transcript.

Language Function: Explain, compare, contrast, identify, analyze	**Vocabulary:** Backchannel, closing, quarterly, committee, board of directors, publications, self-sufficient, collections, matching funds, ten grand, incentive, fund raising, "It's not gonna be pretty," retreat, "go off the board," term limits, wavering, "I've gotta run,"
Linguistic Competencies: Pragmatic, discourse, and metalinguistic	**Language Supports:** Recorded conversation, transcript, think-pair-share, instructor-guided analysis

Materials/Technology Used: Technology for playback of recording and projection of transcript, copies of transcript and practice activity for students

Activity	Description of Activities and Student Engagement	Time
Introduction	In-class discussion of workplace conversation. Provide students with the following questions, think-pair-share: 1. Where does workplace conversation usually take place? 2. Who participates? 3. What is the purpose of workplace conversation? 4. How does the talk differ from friends talking? Review answers in plenary.	10 min
L1/L2 Compare and Contrast	Continue in-class discussion of business conversation. Ask students to think about business meetings in other languages and culture. Think-pair-share: Compare and contrast with what they know about business communication in the United States. Review answers in plenary.	10 min

Transcript Analysis: Pre-teach vocabulary	Provide vocabulary to students on board. Have students review with a classmate. Direct instruction of unknown items.	20 min
Transcript Analysis: Comprehension	Distribute transcript, play recording, repeat 2 – 3 times. Comprehension questions: 1. Who is trying to leave the meeting and why? 2. Is this a formal or informal meeting? 3. What topics are covered? 4. Who thinks Gail should be added to the board of directors? 5. Who does Phil want to add to the board of directors? 6. What committees do they talk about? 7. What should committees do? 8. What are Brad and Phil going to do later?	20 min
Transcript Analysis: Topic Management	When does topic shift usually happen? 1. New conversation 2. Topic is finished. 3. After starting to close the conversation Find the first topic shift. Where is that? (line 20) What is happening at this point? (Brad is trying to leave.) Who introduces the new topic? (Brad) What does Brad say and do to introduce the new topic? ("One thing that comes to mind is.." and he raises his voice._ Find the next topic change. What line number is that? (37) Who introduces that topic? (Phil) How does he change the topic from meeting quarterly to committees? (connecting new topic to previous topic) What is the next topic and who introduces it? (an opening on the board, Brad) Is that connected to committees? (no) Let's talk about how that committee topic ended. a. What does Phil think the committees should do? (raise money) b. What does Brad think about that? (challenging) c. Do they agree? (yes) d. When we have said several things about a topic, and we both agree, what happens? (we finish the topic and move on to something else) Phil changes the topic again in lines 101 – 104. What is the new topic? (term limits) a. Why is this topic important to him? (He plans to go off the board.) b. In lines 112 – 123, who is doing most of the talking? (Phil) c. We can't see Brad's facial expression, so we aren't sure,	45 – 60 min

	but what does Phil do in lines 124 – 125? (attempts to change topic) d. Does Brad respond? (yes) Phil starts to continue the topic, but what happens in line 129? (Brad interrupts) How many topics in three minutes of talk? (5) Let's write on the board what words they used to introduce those topics. a. Line 20: One thing that comes to mind is the question of meeting quarterly. b. Line 37: But these committees… c. Line 71: You know also, we may consider, you know, we have one board opening. d. Line 101 – 104: I think it is, because, I mean, the thing is that we need to get to a point and, the reason we've set terms is because, …basically, people here, e. Line 124: You know, and I wanted Jim to consider being market manager. Think about the conversation, how and when the topics were changed. Talk to a partner about what is the same and what is different about these five topic changes. Come back whole-class and review answers. If students do not notice, add the following: a. The first three seem like just typical topic management. The fourth seems like Phil isn't sure he wants to talk about term limits. That's a lot of words that don't mean anything. Why do we use a lot of words that don't mean anything? (hesitation, hedging, stalling) b. The last one seems like Brad isn't responding at all to Phil's announcement that he is going off the board, so Phil changes the topic.	
Guided Practice	Distribute worksheets. "Choose the Topic-Shift Phrase." Students work independently or with a partner. Review answers as a class. Students should be able to explain their answers.	10 min
Independent Practice	Have students choose one of the four scenarios from the worksheet and develop a role play with 2 – 3 topic shifts. Ask for volunteers to perform role play in front of the class.	30 min
Reflection	In-class discussion of topic management in workplace conversation. What have they noticed about this feature in conversations at their workplaces? Where have they struggled	10 – 15 min

	with this? What have they learned in this exercise that might help them better facilitate topic shift?	
Application	Ask students to notice topic shift in the next week and jot down a few notes to share with the class next week.	5 min

Appendix K: Transcript for Use in Lesson Plan

SBC010 Letter of Concern

A business conversation recorded in New Mexico. Brad and Phil are board members of a local arts society. Brad needs to leave to pick up another board member at the bookkeeper.

The conversation starts at about 12:20 and lasts approximately 3 minutes, 20 seconds.

```
1. PHIL:    You [know,
2. BRAD:        [Yeah].
3. PHIL:    I know that you're getting ready to leave,
4.          and Pat's .. doing things so, I'd better [let you] go get her.
5. BRAD:                                              [Yeah]... I know.
6.          [Okay].
7. PHIL:    [And] we'll continue [this].
8. BRAD:                         [Well],   .. yeah.[There] --
9. PHIL:                                           [In some] manner,
10.         but we don't have to talk about it at lunch if you don't
11.         want.  But I [think,
12.  BRAD:                      [No,that's fine].
13.  PHIL:                            if we can],
14.  BRAD:             [That's fine].
15.  PHIL:  If we can [go ahead and] carry on,
16.  BRAD:  Um
17.  PHIL:  at some point,you and I [I think],
18.  BRAD:                          [Yeah].
19.  PHIL:  [Because]
20.  BRAD:  [ONE THING THAT] comes to mind is,.. is the,
21.         well the question of .. meeting quarterly,… is that .. enough.
            ... Meaning having, you know .. [the – uh]
22.  PHIL:                                  [It would be] enough if
            committees were to meet.
23.  BRAD:  If committees yeah.
24.  PHIL:  but --
25.  BRAD:  that -- ... that's -- .. that was Paul's .. uh .. desire.
26.  PHIL:          ...           [And I think],
27.  BRAD:                        [was uh] --
28.  PHIL:          .. that's what we wanna talk ab- -- we'll talk about
                    that there too.[And say] look,
29.  BRAD:                          [Mhm].
30.  PHIL:  you know,is quarterly --...     you know,
31.         we- would we need to meet every other month.
32.  BRAD:  [Mhm].
33.  PHIL:  [You know],do we need t- -- do we need to meet,you know,
34.  BRAD:  as a full board every oth- --  We shouldn't have to.
35.  PHIL:  [We shouldn't].
36.  BRAD:  [If the com]mittees,   ... [uh, function properly].
```

```
37. PHIL:                                [BUT THESE COMMITTEES]
38.         need ..to be active,.. and to  do their [things.]
39. BRAD:                                            [Right].
40. PHIL:   Basically,you know,the publications committee,
41.         needs to be more involved than just making decisions on
            what we publish.
42. BRAD:   Yeah.
43. PHIL:   You know,
44. BRAD:   Yeah.
45. PHIL:   They need to become .. somewhat self-sufficient.
46.         Collections committee.
47. BRAD:   (big out-breath)
48. PHIL:   needs,.. you know,.. I would like to create .. collections
            committee to be something where we're almost MATCHING?
49. BRAD:   Yeah.
50. PHIL:   Funds they can raise maybe?
51. BRAD:   Unhunh.        ... [Yeah].
52. PHIL:                       [You know]. If they can raise ten grand.
53. BRAD:   Well,(laughter)
54. PHIL:   you know,
55. BRAD:   [and have some --
56. PHIL:   [I    mean       realistically] --
57. BRAD:                       HAVE SOME] incentive.
58. PHIL:   Right.
59. BRAD:   For them to -- [yeah].
60. PHIL:                  [So that] basically they'd be,
61.         they'd get to a point of saying,
62. BRAD:   Mhm.
63. PHIL:   Okay we need to be responsible with this,
64.         so that .. collecti[ons,]
65. BRAD:                     [Yeah.]
66. PHIL:   and publications will be all..fund raising too.
67. BRAD:   Right, Oh boy Phil, that's --
68. PHIL:   Yeah,    [it's not gonna be pretty],
69. BRAD:            [Yeah,  that's where] --
70. PHIL:   Because that's --
71. BRAD:   You know also,  we may consider,you know,
72.         we have one board .. opening.  And I --
73.         we may think about Gail,
74. PHIL:   Well Gail is very interested,  and so is this --
75.         we met with another person by the name of Bill Ashby.
76. BRAD:   Hm=.
77. PHIL:   Jack and I and Jim .. met with him.
78. BRAD:   Oh,     you mean his,   .. Jack's [financial] friend that
79. PHIL:                                    [Jack's friend].
80. BRAD:   is retired.
81. PHIL:   Yeah.   .. [He's a] banker,
82. BRAD:              [Yeah].
83. PHIL:   and he'd be good on one hand... [But],
84. BRAD:                                   [Yeah].
85. PHIL:   I would like,      ideally  I'd want em both.
86. BRAD:   Yeah.          ... Yeah=.
87. PHIL:   You know And,[I'm hoping],
88.                      [ Yeah I] -- what I'm gonna -
89.         what I'm anticipating doing is uh --
90.         this retreat .. might urge people .    to say,
91.         I'm not interested in doing that much [work].
```

```
92.  BRAD:                                          [Yeah].
93.          And so I'm getting, yeah.
94.  PHIL:   And ..it might just ... get .. like Nancy .. and Kay,
95.          I [like Kay ],
96.  BRAD:     [SEE NANCY WAS] going off. She --
97.          she told me she was going off this year.     And she uh,
             and Kay convinced -- .. said well Nancy you can't leave
             right away, and uh,..     uh=,.. she said okay,
98.          I'll stay another year. .. But, .. I don't .. know why.
             You know,and -- and then we can -- .. why --  tha- --
99.          I think that's= very important to discuss.
100.         At the board .. retreat.
101. PHIL:   I think it is, because,I mean,
102.         the thing is that we need to get to a point and,
103.         the reason we've set terms is because, .. basically,
104.         people here,
105. BRAD:   Mhm.
106. PHIL:   majority of us've been here a long time.
107. BRAD:   Yeah... That's right.
108. PHIL:   You know,.. and,.. [there's a point] --
109. BRAD:                      [well that's why we] have this,
110.         the term limitation.
111. PHIL:   Unhunh. I'm -- .. I -- I'm uh full agreement,cause
             I'm ready. .. [You know]?
112. BRAD:                  [Yeah].
113. PHIL:   [I've a]greed to do this term,
114. BRAD:   [Yeah].        .. Mhm.
115. PHIL:   but,
116. BRAD:   [Mhm].
117. PHIL:   [my feeling] is,I'm ready,     ... for .. a year off.
118. BRAD:   Yea=h.
119. PHIL:   [You know].
120. BRAD:   [Mhm].
121. PHIL:   a=nd I'll still be volunteering,.. but,
122.         I really am ready fo=r,some time to say.
123. BRAD:   Mhm.
124. PHIL:   You know,and I wanted Jim to consider being market
125.         manager, even if he goes off the board.
126. BRAD:   Yeah. .. I know,he was wavering a little bit on that,
127.         whether or not he would volunteer,at the marketing center.
128. PHIL:   Yeah. [I mean there's --
129. BRAD:         [I've gotta run now].
130. PHIL:                          O]kay.[See you Brad].
131. BRAD:                                      [Um],..
132.         but,.. the lun- --     .. [uh=],
133. PHIL:                            [We're gonna] meet here.
134. BRAD:   Oh you're gonna [have ] -
135. PHIL:                 [so we ]can d- either swing
             by for you,or we can decide,we'll call you.
136. BRAD:   Oh -- ... [so   you're  not      ] --
137. PHIL:             [when I know what we're] doing,if you want,
138. BRAD:   Okay, that'd be great. ... [Alright],
139. PHIL:                               [LAUGHING] --
140. BRAD:   Talk to you in a bit.
```

Appendix L: Practice Activity Worksheet

Choosing the Topic Shift Phrase

What phrase would you choose to shift to the new topic in each of the follow conversations? Choose one from the list provided, or come up with something on your own.

- Anyway
- Alright
- Oh
- Speaking of X
- That reminds me of…
- Oh say…
- I tell you what
- One more thing,
- Listen, there's something I've gotta tell you.
- You know what?
- Before I forget
- By the way
- Incidentally

1. (coworkers)
   Nancy: You know, I'm not ready for this thing with Ellen.
   Emma: Don't worry! You'll be fine. Just tell her the [truth.]
   Nancy: [No!]
   I'm not ready. I'm calling it off. Nope. Not doing it.
   Emma: _____ What time is it? I need to meet
   Frank at the library.

2. (Vladimir is José's supervisor.)
   José: I wanted to let you know that we finished updating the system last night.
   Vlad: That's great. I know the front desk people will be glad.
   José: _____ I need to take time off and can't be here for the next update.

3. (coworkers)
   Ernestine: I need to get up and walk around. This chair is killing my back.
   Larry: _____ I need to make an appointment with the chiropractor.

4. (meeting at work)
   Mike: Did everyone see that email about end-of-year deadlines?
   Ben: [Yeah]
   Betsy: [sure did]
   Clay: [yep]
   Betsy: Do we turn in our paperwork to Karen per the usual?
   Mike: That's what I'm guessing.
   Ben: _____ Isn't she just about ready to go out on maternity leave? Who do we send paperwork to if she's not here?

Appendix M: Transcript with Lesson Preparation Notes

SBC010 ***Letter of Concerns***

A business conversation recorded in New Mexico. Brad and Phil are board members of a local arts society. Brad needs to leave to pick up another board member at the bookkeeper.

The conversation starts at about 12:20 and lasts approximately 3 minutes, 20 seconds.

```
1. PHIL:    You [know,
2. BRAD:          [Yeah].
3. PHIL:    I know that you're getting ready to leave,
4.          and Pat's .. doing things so, I'd better [let you] go get her.
5. BRAD:                                             [Yeah]... I know.
6.          [Okay].
7. PHIL:    [And] we'll continue [this].
8. BRAD:                         [Well],   .. yeah.[There] --
9. PHIL:                                           [In some] manner,
10.         but we don't have to talk about it at lunch if you don't
11.         want.  But I [think,
12. BRAD:                [No,that's fine].
13. PHIL:                      if we can],
14. BRAD:          [That's fine].
15. PHIL:   If we can [go ahead and] carry on,
16. BRAD:   Um
17. PHIL:   at some point,you and I [I think],
18. BRAD:                           [Yeah].
19. PHIL:   [Because]
20. BRAD:   [ONE THING THAT] comes to mind is,.. is the,
21.         well the question of .. meeting quarterly... is that .. enough.
            ... Meaning having, you know .. [the - uh]
22. PHIL:                                   [It would be] enough if
            committees were to meet.
23. BRAD:   If committees yeah.
24. PHIL:   but --
25. BRAD:   that -- ... that's -- .. that was Paul's .. uh .. desire.
26. PHIL:          ...          [And I think],
27. BRAD:                       [was uh] --
28. PHIL:          .. that's what we wanna talk ab- -- we'll talk about
            that there too.[And say] look,
29. BRAD:                  [Mhm].
30. PHIL:   you know,is quarterly --...     you know,
31.         we- would we need to meet every other month.
32. BRAD:   [Mhm].
33. PHIL:   [You know],do we need t- -- do we need to meet,you know,
34. BRAD:   as a full board every oth- --  We shouldn't have to.
35. PHIL:   [We shouldn't].
36. BRAD:   [If the com]mittees,   ... [uh, function properly].
37. PHIL:                              [BUT THESE COMMITTEES]
38.         need ..to be active,.. and to  do their [things.]
39. BRAD:                                           [Right].
40. PHIL:   Basically,you know,the publications committee,
41.         needs to be more involved than just making decisions on
            what we publish.
42. BRAD:   Yeah.
43. PHIL:   You know,
```

Backchanneling

OFFER of closure

Making plans to talk further at a later time..

winding down.

Introduction of new topic at closure.

TOPIC

New topic connected to the old topic

TOPIC

```
44.  BRAD:   Yeah.
45.  PHIL:   They need to become .. somewhat self-sufficient.
46.          Collections committee.
47.  BRAD:   (big out-breath)
48.  PHIL:   needs,.. you know,.. I would like to create .. collections
             committee to be something where we're almost MATCHING?
49.  BRAD:   Yeah.
50.  PHIL:   Funds they can raise maybe?
51.  BRAD:   Unhunh.         ... [Yeah].
52.  PHIL:                       [You know]. If they can raise ten grand.
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54.  PHIL:   you know,
55.  BRAD:   [and have some --
56.  PHIL:   [I    mean       realistically] --
57.  BRAD:                       HAVE SOME] incentive.
58.  PHIL:   Right.
59.  BRAD:   For them to -- [yeah].
60.  PHIL:                  [So that] basically they'd be,
61.          they'd get to a point of saying,
62.  BRAD:   Mhm.
63.  PHIL:   Okay we need to be responsible with this,
64.          so that .. collecti[ons,]
65.  BRAD:                      [Yeah.]
66.  PHIL:   and publications will be all..fund raising too.
67.  BRAD:   Right, Oh boy Phil, that's --
68.  PHIL:   Yeah,     [it's not gonna be pretty],
69.  BRAD:             [Yeah,  that's where] --
70.  PHIL:   Because that's --
71.  BRAD:   You know also, we may consider,you know,
72.          we have one board .. opening.  And I --
73.          we may think about Gail,
74.  PHIL:   Well Gail is very interested,  and so is this --
75.          we met with another person by the name of Bill Ashby.
76.  BRAD:   Hm=.
77.  PHIL:   Jack and I and Jim .. met with him.
78.  BRAD:   Oh,     you mean his,  .. Jack's [financial] friend that
79.  PHIL:                                   [Jack's friend].
80.  BRAD:   is retired.
81.  PHIL:   Yeah.   .. [He's a] banker,
82.  BRAD:              [Yeah].
83.  PHIL:   and he'd be good on one hand... [But],
84.  BRAD:                                   [Yeah].
85.  PHIL:   I would like,      ideally  I'd want em both.
86.  BRAD:   Yeah.           ... Yeah=.
87.  PHIL:   You know And,[I'm hoping],
88.                       [ Yeah I] -- what I'm gonna -
89.          what I'm anticipating doing is uh --
90.          this retreat .. might urge people .    to say,
91.          I'm not interested in doing that much [work].
92.  BRAD:                                         [Yeah].
93.          And so I'm getting, yeah.
94.  PHIL:   And ..it might just ... get .. like Nancy .. and Kay,
```

Almost a sigh.

Disagreement

unfinished but meaning is clear.

Topic change signaling that the prior talk was finished despite grammatically incomplete utterances.

New topic

Phil stops short interrupts himself. Example of REPAIR. Realizes Brad might not know Bill Ashby

another example of REPAIR. changes from I am going to to I am anticipating doing

Raised voice and overlap to take the floor.

```
95.          I [like Kay ],
96.  BRAD:     [SEE NANCY WAS] going off. She --
97.          she told me she was going off this year.     And she uh,
             and Kay convinced -- .. said well Nancy you can't leave
             right away, and uh,..     uh=,.. she said okay,
98.          I'll stay another year. .. But, .. I don't .. know why.
             You know,and -- and then we can -- .. why --  tha- --
99.          I think that's= very important to discuss.
100.         At the board .. retreat.
101. PHIL:   I think it is, because,I mean,
102.         the thing is that we need to get to a point and,
103.         the reason we've set terms is because, .. basically,
104.         people here,
105. BRAD:   Mhm.
106. PHIL:   majority of us've been here a long time.
107. BRAD:   Yeah... That's right.
108. PHIL:   You know,.. and,.. [there's a point] --
109. BRAD:                      [well that's why we] have this,
110.         the term limitation.
111. PHIL:   Unhunh. I'm -- .. I -- I'm uh full agreement,cause
             I'm ready. .. [You know]?
112. BRAD:                 [Yeah].
113. PHIL:   [I've a]greed to do this term,
114. BRAD:   [Yeah].        .. Mhm.
115. PHIL:   but,
116. BRAD:   [Mhm].
117. PHIL:   [my feeling] is,I'm ready,     ... for .. a year off.
118. BRAD:   Yea=h.
119. PHIL:   [You know].
120. BRAD:   [Mhm].
121. PHIL:   a=nd I'll still be volunteering,.. but,
122.         I really am ready fo=r,some time to say.
123. BRAD:   Mhm.
124. PHIL:   You know,and I wanted Jim to consider being market
125.         manager, even if he goes off the board.
126. BRAD:   Yeah. .. I know,he was wavering a little bit on that,
127.         whether or not he would volunteer,at the marketing center.
128. PHIL:   Yeah. [I mean there's --
129. BRAD:         [I've gotta run now].
130. PHIL:                            O]kay.[See you Brad].
131. BRAD:                                      [Um],..
132.         but,.. the lun- --     .. [uh=],
133. PHIL:                            [We're gonna] meet here.
134. BRAD:   Oh you're gonna [have ] -
135. PHIL:                   [so we ]can d- either swing
             by for you,or we can decide,we'll call you.
136. BRAD:   Oh -- ... [so   you're  not      ] --
137. PHIL:             [when I know what we're] doing,if you want,
138. BRAD:   Okay, that'd be great. ... [Alright],
139. PHIL:                              [LAUGHING] --
140. BRAD:   Talk to you in a bit.
```

Introduces the notion of term limits.

unfinished utterances.

Attempt at changing the topic.

Strong interruption abrupt. This really is the closing!

"See You Brad" would be strange if you were going to see someone in just a bit.

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